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APRIL, 1931

No. 3

BULLETIN

STATE TEACHERS COLLEGE

FREDERICKSBURG, VIRGINIA

"America's Most Historic City"



GENERAL CATALOGUE 1930-31

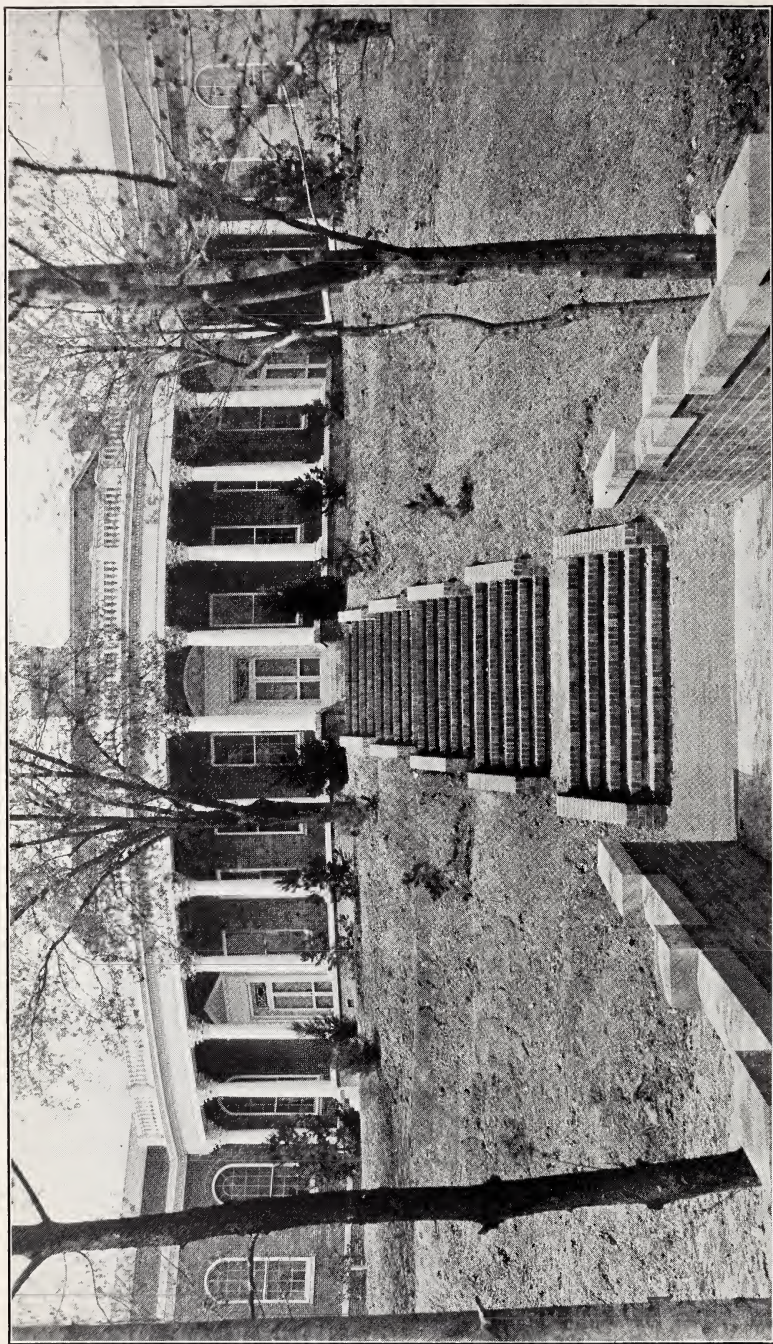
WITH ANNOUNCEMENTS
1931-32

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APPROACH TO NEW DINING HALL

BULLETIN

STATE TEACHERS COLLEGE

FREDERICKSBURG, VIRGINIA

"America's Most Historic City"

Catalogue for 1930-31
Announcements for 1931-32

Session Opens September 22, 1931
Session Closes June 6, 1932

RICHMOND:
DIVISION OF PURCHASE AND PRINTING
1931

A STANDARD FOUR-YEAR COLLEGE
MEMBER OF
AMERICAN ASSOCIATION OF TEACHERS COLLEGES
ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS
OF THE SOUTHERN STATES
AND
THE NATIONAL ASSOCIATION OF COMMERCIAL TEACHER-
TRAINING INSTITUTIONS

TWELVE SALIENT REASONS FOR SELECTING THIS COLLEGE

1. Cool and delightful location, historic setting in an atmosphere of culture and refinement, amid the finest traditions of old Virginia and almost in the shadow of the Nation's Capitol. An inspiring and romantic environment.
2. Strategically and ideally situated. Accessible to Washington, Richmond, Mt. Vernon, Alexandria, Wakefield, Stratford, University of Virginia, and other points of interest and importance.
3. Social and recreational facilities unsurpassed—tennis courts, athletic field, gymnasium, new and commodious swimming pool, open-air theatre, and available golf links. Accessible to rivers and beaches.
4. Superior health record. Pure and abundant water supply. College physician, trained nurse, and infirmary available to all students without extra cost.
5. Modern and well equipped dormitories. Every room an outside room, equipped with hot and cold water, single beds, and built-in closets.
6. Good and well balanced meals prepared and served under ideal conditions, under the direction of an expert dietitian.
7. Unusual library advantages. Congressional Library, Virginia State Library and Richmond City Library available in addition to a splendid College Library containing 16,000 volumes.
8. Strong faculty composed of men and women of sound scholarship and broad culture.
9. High standards, professionalized courses, and broad liberal training.
10. Placement Bureau maintained to assist students in securing desirable positions.
11. The moderate cost of training in this College puts a good education within the reach of practically any young woman willing to make the most of her opportunities. The total cost, due to State aid, is about one-third of that of a privately endowed college.
12. Available student aid positions and loans.

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28	29	30					27	28	29	30	31			26	27	28	29	30			25	26	27	28	29	30	31

THE COLLEGE CALENDAR

1931-32

FALL QUARTER

1931

September 22, Tuesday---Fall Quarter begins
September 22, Tuesday---Registration of Freshmen
September 23, Wednesday--Registration of Upper Classmen
September 24, Thursday--Classes begin
November 26, Thursday--Thanksgiving holiday begins
November 29, Sunday----Thanksgiving holiday ends
December 19, Sat., 12 M.--Christmas vacation begins

WINTER QUARTER

1932

January 4, Monday-----Winter Quarter begins
February 22, Monday-----Washington's birthday (holiday)
March 16, Wednesday-----Quarter ends

SPRING QUARTER

March 17, Thursday-----Spring Quarter begins
March 25, Friday-----Spring vacation begins
March 29, Tuesday-----Spring vacation ends
June 6, Monday-----Quarter ends

SUMMER QUARTER—1932

First Term

June 13, Monday-----Summer Quarter begins
July 16, Saturday-----First Term Summer Quarter ends

Second Term

July 18, Monday-----Second Term Summer Quarter begins
August 20, Saturday-----Summer Quarter ends

TRAINING SCHOOL CALENDAR

1931-32

FALL QUARTER

1931

September 14, Monday---First Quarter begins
November 26, Thursday---Thanksgiving holiday begins
November 30, Monday---Classes begin
December 18, Friday-----Quarter ends

WINTER QUARTER

1932

January 4, Monday-----Second Quarter begins
February 22, Monday-----Washington's birthday (holiday)
March 16, Wednesday-----Quarter ends

SPRING QUARTER

March 17, Thursday-----Third Quarter begins
March 28, Monday-----Easter holiday
June 3, Friday-----Quarter ends

TABLE OF CONTENTS

	PAGE
THE COLLEGE CALENDAR	5
TRAINING SCHOOL CALENDAR	6
STATE BOARD OF EDUCATION	9
OFFICERS OF ADMINISTRATION	9
FACULTY	10
FACULTY COMMITTEES	22
OFFICERS STUDENT ACTIVITIES	18
GENERAL INFORMATION	19
Purpose	19
Location	20
Field Trips and Tours	22
Transportation	22
Climate and Health	23
Recreational Facilities	23
Accommodations	23
Equipment	24
Standing of Graduates	25
Expenses	26
Admission Requirements	27
Directions for Admission	28
Transfer of Credits	28
Day Students	28
Room Assignment	28
Student Advisory System	29
Scholarships, Aid Positions, and Loans	29
Commencement	31
Miscellaneous Notes	31
ADMINISTRATION	32
Organization	32
Summer Quarter	32
Student Load	33
Size of Classes	33
Class Standing of Students	33
Change of Schedule or Courses	33
Training Schools	34
Pre-requisites for Student Teaching	35
Grading System	35

TABLE OF CONTENTS—Continued

	PAGE
Scholarship Quality Point System.....	36
Residence Requirements	37
Teacher Placement Bureau	37
Extension Work	37
Lectures	38
Terminology	38
Student Organizations and Activities	39
PROGRAM OF STUDIES	46
Four-year Curricula	46
Two-year Curricula	47
Opportunities Offered by Special Curricula	47
Commercial Education	47
Physical and Health Education.....	49
Music	49
Home Economics and Dietetics	50
Fine Arts	51
Requirements for the Bachelor of Science Degree.....	51
Curriculum I—Primary, two-year	53
Curriculum II—Grammar Grade, two-year.....	55
Curriculum III—Elementary School Teachers, four-year.....	57
Curriculum IV—High School Teachers, Principals and Super- visors	58
Curriculum V—Commercial Education	60
Curriculum VI—Physical Education	62
Curriculum VII—Music	64
Curriculum VIII—Home Economics	67
DEPARTMENTS OF INSTRUCTION	69
CANDIDATES FOR THE B.S. DEGREE	115
CANDIDATES FOR THE TWO-YEAR DIPLOMA	116
REGISTER OF COLLEGE STUDENTS	116
INDEX	135
APPLICATION FOR ADMISSION	139

The State Board of Education

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MORGAN L. COMBS, A.B., A.M., Ed.M., Ed.D. *President*

A.B., University of Richmond; A.M., University of Chicago; Ed.M., and Ed.D., Harvard University. Teacher and principal in public high and elementary schools of Virginia; Teacher in private school; Superintendent of Schools, Buchanan County, Virginia, 1917-1922; Assistant State Supervisor Secondary Education for Virginia, 1922-1923; State Supervisor Secondary Education for Virginia, 1923-1926; Professor Secondary Education, Boston University, 1926-1927; Director Research and Surveys, Virginia State Department of Education, 1927-1929; Professor of Education, College of William and Mary, Summer School, 1927; Professor of Education, George Washington University, Summer School, 1928; President, State Teachers College, Fredericksburg, 1929—.

MICHAEL LOUIS ALTSTETTER, B.S., A.B., A.M., Ph.D.

Dean of Instruction and Registrar

B.S., Lima College; A.B., and A.M., Ohio State University; Graduate Student, University of Chicago; Ph.D., George Peabody College for Teachers. High school principal and superintendent of schools in Ohio; High school instructor, principal, and superintendent of schools in Florida, 1920-1927; Instructor in Education, University of Florida, Summer Sessions, 1928 and 1929; Student instructor in History, George Peabody College for Teachers, 1928; Dean of Instruction and Registrar, State Teachers College, Fredericksburg, 1929—.

ELIZABETH W. BAKER, A.B., A.M., Ph.D. . . *Professor of English*

A.B., George Peabody College for Teachers; A.M., University of Chicago; Graduate Student, Columbia University; Ph.D., George Peabody College for Teachers. Teacher of English, Oak Cliff High School, Dallas, Texas; Teacher of Spoken English, Summer Faculty, Peabody College, 1920-1928; Professor of English, State Teachers College, Fredericksburg, 1928—.

ROBERTA LOUISE BARNETT, B.S., M.A.

Associate Professor of Dramatics

A.A., Central College for Women, Lexington, Missouri; B.S., University of Missouri; M.A., Teachers College, Columbia University; Graduate from Department of Expression and student in Conservatory of Music, Grand River College, Gallatin, Missouri; Student in Conservatory of Music, Stephens College, Columbia, Missouri. Teacher of Latin and French, Cameron High School, Cameron, Missouri, 1922-1924; Teacher of English and Dramatics, Bolton High School, Alexandria, Louisiana, 1924-1927; Associate Professor of Public Speaking, Reading and Dramatics, State Teachers College, Fredericksburg, 1928—.

LOUISE BOILLIN, B.S., M.A., Ph.D.

Associate Professor of Physical and Health Education

Diploma, Sargent School of Physical Education; B.S., M.A., and Ph.D., Columbia University. Assistant Professor, Physical and Health

Education, University of Iowa, 1921-1925; Head of Department of Physical and Health Education, State Teachers College, Fredericksburg, 1930—.

MRS. CHARLES LAKE BUSHNELL, B.A. *Dean of Women*

B.A., University of Tennessee; Graduate Student, Teachers College, Columbia University. Professor of Latin, Reidsville High School, Reidsville, N. C.; Professor of English, Winthrop College; Principal, Gwynn School; Dean of Women, Synodical College, Fulton, Mo.; Dean of Women, State Teachers College, Fredericksburg, 1921—.

MARGARET D. CALHOUN, A.B., B.L.S.

Librarian and Instructor in Library Service

Randolph-Macon Woman's College; A.B., Birmingham-Southern College; B.L.S., Columbia University, School of Library Science. Assistant in Reference Department, Birmingham Public Library, 1927-1928; Columbia University Library, 1929-1931; Librarian and Instructor in Library Science, State Teachers College, Fredericksburg, 1931—.

ROY SELDON COOK, B.S., M.S., PH.D. *Professor of Science*

B.S., M.S., and Ph.D., University of Virginia. Instructor in Science and Mathematics, Charlottesville High School; Principal of High School, Accomac, Va.; Professor of Science, State Teachers College, Fredericksburg, 1916-1921; Instructor in Chemistry, Miller School, Miller School, Va., 1921-1922; Head of Science Department, State Teachers College, Fredericksburg, 1925—.

OSCAR HADDON DARTER, A.B., A.M. . . *Professor of Social Science*

Student, Carson-Newman College, Jefferson City, Tenn.; Student, University of Oklahoma; A.B., State Teachers College, Ada, Okla.; A.M., Teachers College, Columbia University. Superintendent of Mannsville High School, Mannsville, Okla., 1917-1918; Instructor in A. E. F., France, 1918-1919; Superintendent of Russett Consolidated High School, Russett, Okla., 1919-1921; County Superintendent, Johnson County, Okla., 1921-1923; Superintendent of Tupelo High School, Tupelo, Okla., 1923-1925; Instructor in State Teachers College, Ada, Okla., summers, 1922-23-24-25; Head of History and Social Science Department, State Teachers College, Fredericksburg, 1926—.

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Graduate, Keystone State Normal School, Kutztown, Pa.; Ph.B., Muhlenberg College, Allentown, Pa.; M.A., and Ph.D., New York University; Graduate Study, Lehigh University, University of Pennsylvania, University of California, and New York University. Taught in public schools of Northampton, Pa.; Dean of Cedar Crest Model School; Head of Department of Education, Cedar Crest College, Allentown, Pa.; Professor of Education, State Teachers College, Fredericksburg, 1926—.

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Professor of Commercial Education

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DOROTHY DUGGAN, B.S., M.A. *Associate Professor of Art*

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Instructor in Public School Music and Voice

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Vista, Va., 1918-1919; Teacher Latin and French, High School, Gaithersburg, Md., 1919-1920; Teacher, Latin, Physics, and Algebra, Fredericksburg High School, Fredericksburg, Va., 1925-1929; Associate Professor, Languages and Social Science, State Teachers College, Fredericksburg, 1931—.

NORA C. WILLIS.....*Instructor in Instrumental Music*

Graduate of Piano, Harmony, and Theory of Music, Fredericksburg College; Pupil of Jacob Reinhardt, Richmond; Student, Cornell University, Summer Session; Summer work, West Chester, Pa.; Summer work, Beechwood School, Jenkintown, Pa.; Voice, Jean Trigg, Richmond. Teacher, Piano, Woman's College, Richmond; Instructor in Instrumental Music, State Teachers College, Fredericksburg, 1911—.

WALTER JORGENSEN YOUNG, A.B., A.M., PH.D.

Professor of Elementary Education

A.B., University of Richmond; A.M., and Ph.D., University of Pennsylvania. Head Department Philosophy and Education, Hampden-Sidney College; Head Department Philosophy, Psychology, and Education, University of Richmond; Acting Superintendent City Schools, Suffolk, Va.; Professor of Education and Social Science, Fredericksburg State Teachers College; Professor of Elementary Education, Winthrop College, S. C.; Head Department of Psychology and Education, Henderson State Teachers College; Professor Elementary Education, State Teachers College, Fredericksburg, 1930—.

TRAINING DEPARTMENT

C. ALLMAND EDWARDS, B.A., M.A.

Principal of Campus Training School

B.A., Randolph-Macon College; M.A., Teachers College, Columbia University; Graduate Student, Teachers College, Columbia University. Teacher of English, John Marshall High School, Richmond, 1907-1909; Principal, Toano High School, Toano, Va., 1910-1915; Principal, Burkeville High School, Burkeville, Va., 1915-1917; Principal, Ashland High School, Ashland, Va., 1922-1924; Principal, Waverly High School, Waverly, Va., 1926-1928; Principal of Campus Training School, State Teachers College, Fredericksburg, 1928—.

CAROLINE GAINES, B.S.....*Supervisor First Grade*

Graduate, State Normal School, Florence, Ala.; B.S., George Peabody College for Teachers. Primary teacher in public schools, Birmingham, Ala.; Supervisor, Grade One, Campus Training School, State Teachers College, Fredericksburg, 1931—.

ELINOR L. HAYES, B.S.....*Supervisor Primary Grades*

B.S., State Teachers College, Fredericksburg; Student, University of Virginia, Summer School; Extension Courses, College of William and Mary; Graduate Student, Teachers College, Columbia University. Principal, Rappahannock Graded School, Westmoreland County, Va.;

Teacher, George Wythe and Armstrong Schools, Elizabeth City County, Va., 1919-1923; Supervisor Primary Grades, Lee Hill School, Spotsylvania County, Va., 1924-1925; Supervisor, Falmouth Training School, Falmouth, Va., 1926-1927; Supervisor, Primary Grades, Campus Training School, State Teachers College, Fredericksburg, 1928—.

WILLIAM HENRY MAY, B.A.

Supervisor High School Department and Director of Athletics

B.A., Duke University. Teacher in public schools, York County, Pa.; Assistant in English, Duke University, 1925-1926; Member Coaching Staff, Duke University, 1925-1926; Supervisor High School Department and Director of Athletics, Campus Training School, State Teachers College, Fredericksburg, 1929—.

HELEN MILLS, B.S., M.A. . . . *Supervisor Mathematics and Science*

Student, University of Virginia, Summer School, 1922, 1923, 1924; B.S., State Teachers College, Fredericksburg; M.A., Teachers College, Columbia University. Assistant Principal and Teacher of Mathematics and Science, High School, Marye, Va., 1921-1924; Principal High School, Marye, Va., 1925-1926; Supervisor of Mathematics and Science, High School Department, Campus Training School, State Teachers College, Fredericksburg, 1926—.

LUCY PIERCE, B.S., A.M. *Supervisor of Languages*

Student, Randolph-Macon Woman's College; B.S., and M.A., George Peabody College for Teachers; Graduate Student, Peabody College, 1929-1930. Teacher of Latin and English in high schools of Georgia and Tennessee; Teacher of Latin and English, Peabody Demonstration School, 1924-1926; Professor of Latin, West Tennessee State Teachers College, Memphis, Tenn., 1926-1927; Professor of Latin and Supervisor, State Teachers College, Florence, Ala., 1927-1929; Supervisor of Latin and English, Campus Training School, State Teachers College, Fredericksburg, 1931—.

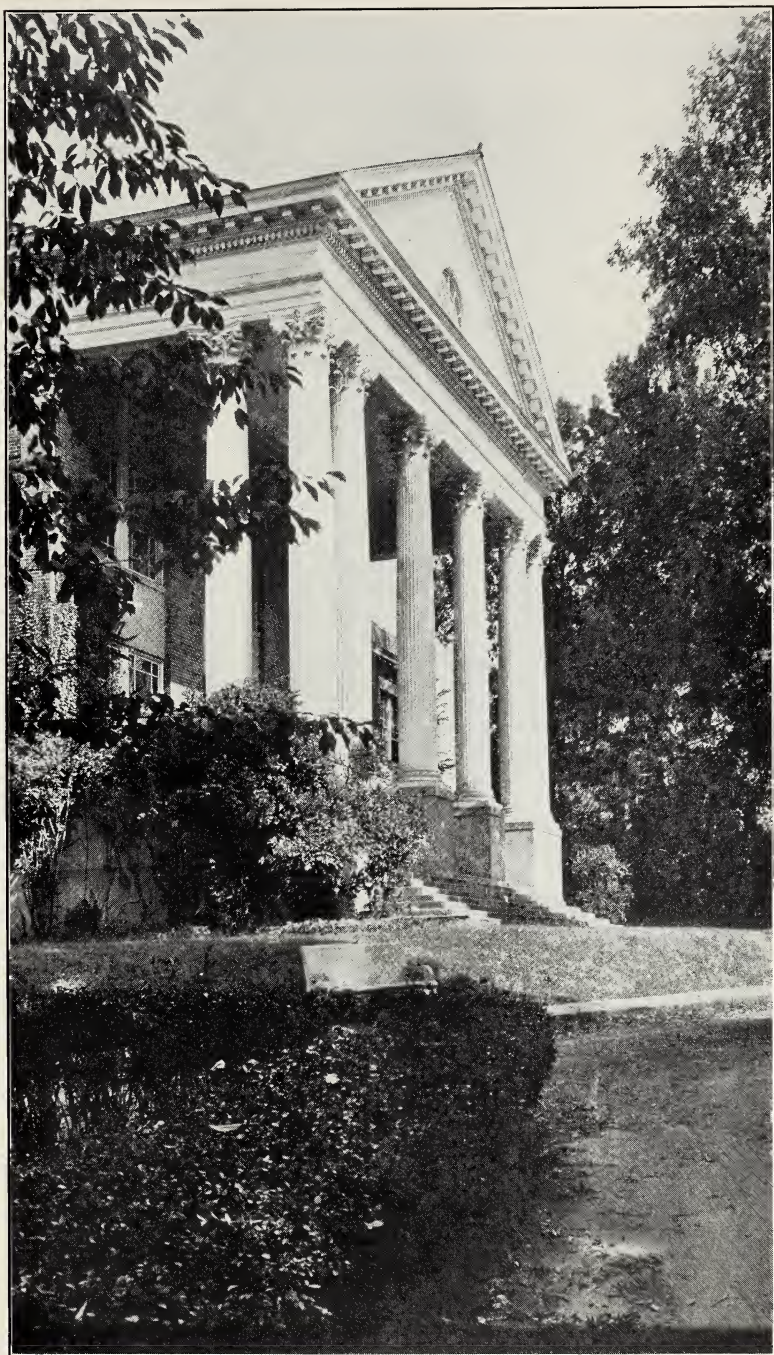
*MURIEL IRENE SANDERS, B.A. *Supervisor of Languages*

B.A., Westhampton College, University of Richmond; Graduate Student, University of Richmond, Summer Session; Graduate Student, Columbia University. Teacher, Suffolk High School, Suffolk, Va., 1922-1925; Teacher, John Marshall High School, Richmond, Summer 1926; Teacher, Glen Allen High School, Glen Allen, Va., 1925-1927; Supervisor of Languages, High School Department, Campus Training School, State Teachers College, Fredericksburg, 1927—.

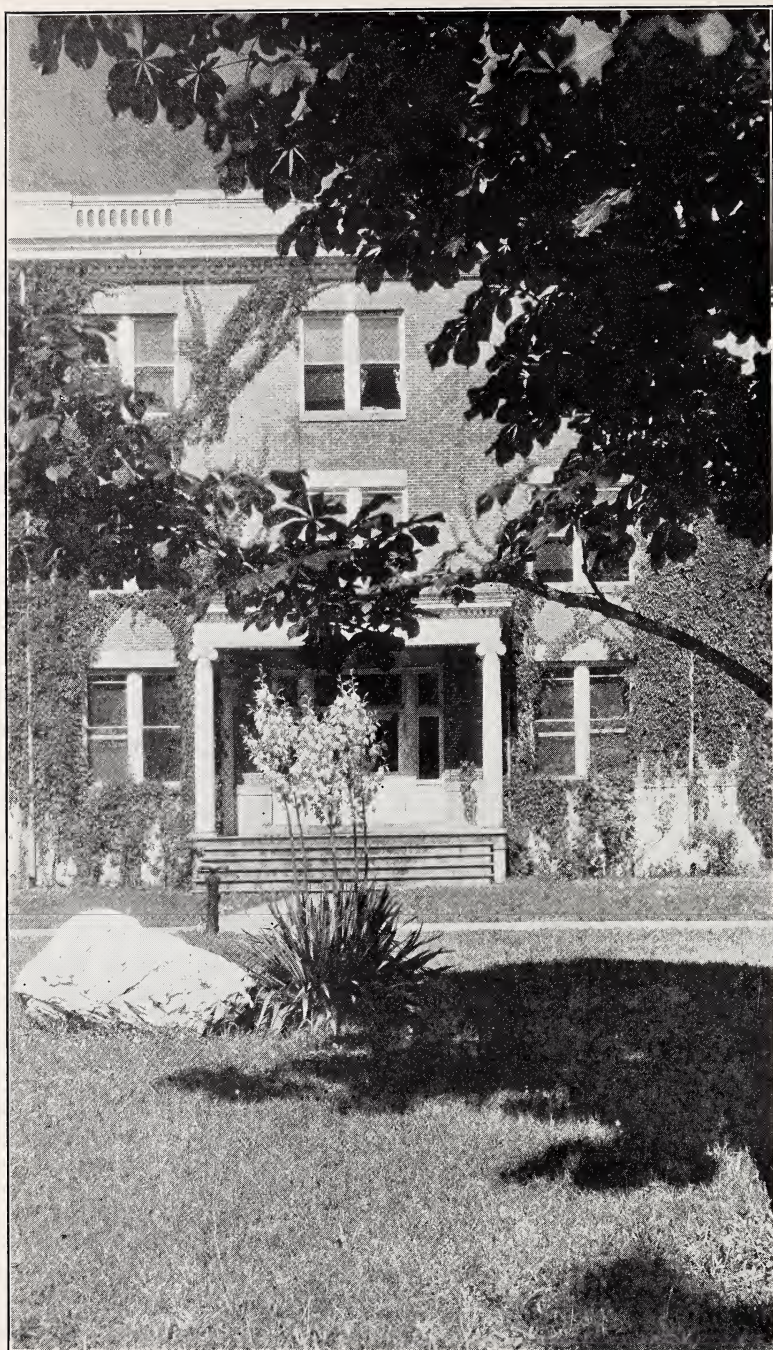
*KATE G. TRENT, B.S. *Supervisor First Grade*

B.S., State Teachers College, Farmville. Elementary teacher in public schools, Richmond, 1922-1924; Assistant Supervisor, First Grade, State Teachers College, Farmville; Supervisor, Training School, State Teachers College, Farmville, Summers 1926 and 1927; Supervisor, Grade One, Campus Training School, State Teachers College, Fredericksburg, 1926—.

*Candidate for A.M. degree, Columbia University, June, 1931.



CORINTHIAN COLUMNS—ACADEMIC BUILDING



SIDE ENTRANCE—WILLARD HALL

M. JOSEPHINE JERRELL WHITE, B.S.

Supervisor Sixth and Seventh Grades

B.S., State Teachers College, Fredericksburg; Student, University of Pennsylvania, Summer School; Teachers College, Columbia University, Summer School. Supervisor, Primary and Grammar School, Hopewell, Va., 1917-1922; Principal elementary school and Supervisor Seventh Grade, 1922-1924; Supervisor Elementary School, Falmouth, Va., 1924; Professor of Elementary Education, State Teachers College, Fredericksburg, 1925-1926; Elementary Supervisor, Lee Hill Training School, Spotsylvania County, Va., 1926-1927; Supervisor, Grades Six and Seven, Campus Training School, Fredericksburg, 1928—.

BERYL BARBER WILLIS, B.S.

Supervisor Fourth and Fifth Grades

Graduate and Post-Graduate, Richmond Training School for Kindergarten teachers; B.S., State Teachers College, Fredericksburg. Teacher in elementary public schools of Fredericksburg, seven years; Kindergarten teacher, Richmond, one year; Supervisor, Grades Four and Five, Campus Training School, State Teachers College, Fredericksburg, 1924—.

OFFICERS STUDENT ACTIVITIES

Session 1930-31

Y. W. C. A.

VIRGINIA HARDING *President*
MARY WINGFIELD *Vice-President*
DELLA POOLE *Secretary*
ALICE ARCHIBALD *Treasurer*
JEANNETTE LUTHER..... *Freshman Commissioner*

THE BULLET

LILLIAN STURTEVANT *Editor*
ANNA BLANTON *Business Manager*

STUDENT GOVERNMENT

AURELIA LEIGH *President*
CLARA BOYD WHEELER *Vice-President*
MARGARET KIRKPATRICK *Secretary*
HELEN BURCH *Treasurer*

THE BATTLEFIELD

MARY CLEMENTS *Editor-in-Chief*
HELEN KYLE *Business Manager*

CLASS REPRESENTATIVES

SENIOR CLASS.....	{	ELSIE POWELL, <i>President</i>
		KATHRYN GALLAGHER
		HANNAH HALL
JUNIOR CLASS.....	{	SALLY BARGERON, <i>President</i>
		GLADYS TILLEY
		SARAH HARRIS
SOPHOMORE CLASS.....	{	JOAN BRICKHOUSE, <i>President</i>
		MARTHA MOORE
		MARY RANDOLPH TURNER
FRESHMAN CLASS.....	{	MIRIAM NELSON, <i>President</i>
		JOSEPHINE GRIFFITH
		MARY VIRGINIA WILSON

ATHLETIC ASSOCIATION

LUCY CARR *President*

GENERAL INFORMATION

Purpose

The State Teachers College at Fredericksburg was founded primarily for the purpose of training teachers and administrators for the schools of the Commonwealth and for promoting the general educational interests of Virginia. Every organization and activity within the institution exists in order that this purpose may be realized.

At the same time it welcomes students from any state or country and sends its teachers wherever they may be called. Students come to this College from many states, and its graduates go in large numbers into neighboring states and in smaller numbers into distant states and countries.

The schools of the State and Nation are demanding teachers of broader scholarship and training than ever before. In order to meet this demand this College offers, in addition to the regular curricula for elementary and high school teachers, supervisors, and principals—special curricula for the preparation of teachers, supervisors, and specialists in the fields of Commercial Education, Physical Education, Music, Home Economics, and Art. All courses are based on a foundation of thorough scholarship, and through opportunities for electives afford a general liberal education.

This institution seeks at all times to keep fully abreast of the progress in education, but in keeping up with the new it is aware of the importance of the fundamentals upon which all education of a formal character is based. It attempts to conform in general to the standards of liberal arts colleges, particularly with reference to admission requirements, preparation of faculty, adequacy of equipment, and the quality of work done, the chief difference being that this College endeavors to vitalize and professionalize all instruction.

This institution has never been better equipped for serving the State than it is at present. Its doors are ever open to young people who desire to prepare themselves for the great profession of teaching and at the same time secure what might be termed a liberal education at an exceedingly low cost, or to those who desire vocational training in business.

Location and History

The College is strategically and ideally located in the heart of the most historic section of America, and within fifty miles of the Capital of the Nation and the Capital of Virginia. Accessibility to these points enables students and faculty to take advantage of the libraries, art galleries, theatres, and other educational and cultural facilities in these two great centers of culture. Fredericksburg is also easily accessible to Alexandria, Mount Vernon, Wakefield, Stratford, University of Virginia, Baltimore, Philadelphia, and other places of historical significance and note.

The campus, comprising seventy-five acres, is situated on the famous Marye's Heights, overlooking the city of Fredericksburg, and commanding a panoramic view never to be forgotten. The position of the buildings gives them a commanding appearance, bringing out in strong relief the massive beauty of the architecture.

In the rear of the campus deep wooded ravines threaded by crystal streams add a picturesqueness to the College grounds seldom to be seen. Beautiful groves, lovely valleys, murmuring streams, and vine-clad slopes conspire to make it one of the most beautiful and alluring campuses in the entire country.

Fredericksburg and vicinity have been prominently associated with every important period of American History from the time Capt. John Smith sailed up the Rappahannock River in 1608, until the present. The very spot on which now stands the College buildings once stood "Seacobeck," an Indian village, visited by Capt. Smith and his party in 1608.

The old Sunken Road at the base of the heights in front of the College, the Confederate Cemetery at the foot of the hill, the breastworks, and gun emplacements on the crest of the hill, and the cannon balls and other relics that are found from time to time, constitute mute but eloquent testimony of the two bloody battles which were staged on the heights now occupied by the campus, during the War Between the States.

This campus, located as it is on the highest point in Tidewater Virginia, furnishes an eminence from which one may visualize no less than three centuries of American History as though looking through a vista filled with events and memories crystallized and imperishable, consisting of the innumerable shrines in and around Fredericksburg, hallowed by the valiant deeds of the great men and women who adorn the pages of history.

The following are some of the places in full view of the College visited by thousands of tourists from all over America and from foreign countries, every year: The boyhood home of George Washington, where he cut the cherry tree; the home and burial place of his mother; "Kenmore," the home of his only sister, Betty Washington Lewis; "Chatham," so long associated with romance and war, the headquarters of the commander of the Army of the Potomac, the favorite visiting place of George Washington, where Robert E. Lee courted his wife, and where Count Zeppelin, an attache of the Northern Army, sent up at the battle of Fredericksburg, a balloon carrying a human being; the first Apothecary Shop in America; the old slave block; the home of Matthew Fontaine Maury; the Rising Sun Tavern built by Charles, the brother of George Washington; the National Cemetery, where sleep not less than 15,000 of the Northern heroes of the War Between the States, who lost their lives on adjacent battlefields; Confederate Cemetery where rest the remains of 5,000 soldiers; "Brompton," the headquarters for the Confederates; "Greenway," General Burnside's headquarters; Wallace Hill, where Lincoln reviewed his troops; the law office of James Monroe; historic Falmouth, the site of a prison camp during the Revolutionary War, and the home of the first millionaire in America; and many other places too numerous to mention.

The United States Government has established a Battlefield Park in the Fredericksburg area, and is spending large sums suitably marking its battlefields—Chancellorsville, Wilderness, Spotsylvania Court House, Salem Church, and Fredericksburg.

Considering its historical significance, and the fact that it is situated in one of the most accessible and cultural communities in America, it would be difficult to find a more fitting place for a college, or an environment more inspiring. Here the old and the new are happily blended into a progressive and interesting community of approximately 10,000 people, surrounded by historic shrines and crowned by a halo of golden memories capable of inspiring all who enter its gates.

Field Trips and Tours

In an effort to capitalize and utilize the rich historic environment in which this institution is located, and as an integral part of the program of instruction, the College sponsors regular visits or pilgrimages to the many local shrines and places of interest and

note, including those in the immediate vicinity of Fredericksburg, the cities of Washington, Richmond, and other places accessible to the College. The heads of the various departments of instruction have charge of the tours with which each department is concerned. These trips are arranged for afternoons and Saturdays when they do not interfere with classroom work. The department head, or teacher in charge of a group makes assignments in advance bearing on the particular places to be visited, so that students will be familiar with the history or events connected with any given place. In addition, the teacher in charge gives on the ground, a prepared lecture of about fifteen minutes covering the history and significance of the particular place or shrine visited.

These trips are not confined to historic places alone, but include visits to industrial and educational institutions as well as visits to Congress, State Legislature, Congressional Library, State Library, and other governmental departments in Washington and Richmond.

Every student sometime during his stay at College has an opportunity of visiting all of the most outstanding and notable places to be found within a radius of fifty miles of Fredericksburg. This phase of the program of studies is a rich education within itself, and furnishes students a background of information which not only enables them to appreciate our history and institutions, but which serves also as an inspiration. Students eagerly look forward to these trips and they serve to vitalize and motivate the work in history, art, music, science, commerce, and other departments of the College.

No phase of the College's work has attracted quite so much attention or created so much enthusiasm and interest as this program of visualized and vitalized instruction.

Accessibility and Transportation

Because of its central location and its excellent transportation facilities, Fredericksburg is one of the most accessible cities in Virginia. The Richmond, Fredericksburg and Potomac Railroad, through its excellent passenger service, extends to Fredericksburg the enormous facilities of its connections—the Pennsylvania Railroad; Chesapeake and Ohio Railway; Atlantic Coast Line Railroad; Seaboard Air Line, Virginia Central, and Southern Railways. The city is connected with the Capitals of the Nation and the State not only by the best railway line in the State, but also by

the great Quebec-Miami International Highway known as United States Route No. 1. The many bus lines offer convenient and rapid transportation to all parts of the State and country.

This College is nearer the Capital of the Nation and the Capital of the State than any other State college, and reduced railroad fare on round-trip week-end tickets extended to students enables them to visit these cities and intermediate points at comparatively little expense. It also makes it possible for them to take advantage of the libraries, art galleries, theatres, and other educational facilities in Washington and Richmond.

Climate and Health

Fredericksburg enjoys a delightful climate. Its latitude and proximity to the Chesapeake Bay and other large bodies of water insure cool breezes in summer and a mild climate in winter. The winters are short and seldom are the days that are too cold for outdoor sports.

It has an ample supply of pure water, and actual records attest the fact that never an epidemic has visited its people.

Recreational Facilities

This is a delightful place in which to spend one's college days. The social and recreational facilities are unexcelled—spacious campus, beautiful groves, athletic field, tennis courts, gymnasium, open-air theatre, swimming pool, available golf links, receptions, tours, entertainments, delightful home life—everything possible is done to insure the contentment and happiness of the student group.

The environment is both inspiring and romantic because of its colorful past and because of the peculiar blending of the life of early Colonial days with the life of today in a manner to be found nowhere else.

Accommodations

BUILDINGS

The College group consists of three modern, well equipped student halls, administration building, classroom building, infirmary, hall containing dining rooms and home economics department, activities building, home economics practice house, President's home, Dean's home, central power and laundry building, open-air theatre, and faculty homes.

SEACOCKECK HALL

Seacockeck Hall, the most beautiful and most monumental of all the buildings on the campus, has just been completed. It is of classical architecture, and is situated on an elevation directly opposite Monroe Hall, the administration building, and completes the quadrangle.

This building contains recreation room, two dining halls, tea room, home economics laboratories, kitchen, servants' dining room, and storage. It is modern in every respect, most complete in its appointments, and is conceded to be the most beautiful and up-to-date college dining hall in the State.

This building stands on the very spot where once stood "Seacockeck," an Indian village visited by Captain John Smith and his party in 1608.

Good and well balanced meals prepared under the direction of an expert dietitian are provided.

DORMITORY ACCOMMODATIONS

The College provides comfortable, furnished dormitory rooms. Every room is an outside room, provided with hot and cold water, single beds, and built-in closets. The student halls are modern and well equipped. The buildings are so constructed as to insure the maximum amount of comfort at all times. The classrooms, and student parlors are spacious, well lighted, and well ventilated.

Equipment

The equipment in each department is up-to-date and sufficiently complete to insure the highest grade of work. This consists of laboratories, library, gymnasium, play-grounds, tennis courts, swimming pool, an athletic field, training school facilities, school garden, tea room, infirmary, home economics practice house, etc.

LIBRARY

The library is selected to meet the requirements of a modern educational institution. Two trained librarians and student assistants are constantly in attendance to render assistance to students in their reading and reference work. New volumes and reference material are added as needed.

A branch library is also maintained in the Training School which affords a wide range of reading and study material for both pupils and supervisors in this institution.

HOME ECONOMICS DEPARTMENT

The Home Economics Department places its main emphasis upon foods and nutrition. The facilities in this department are designed to meet the demands for trained tea room managers, dietitians of hotels, hospitals, colleges, and other institutions, as well as the demand for teachers of Home Economics.

The facilities consist of new, modern, and well equipped laboratories, a tea room second to none in the State, a practice house, and other equipment necessary for carrying out the program.

The tea room is sponsored by the Home Economics Department, and is a very popular resort for both students and faculty.

INFIRMARY

The infirmary is modern and well equipped, and in charge of a resident nurse. It is available to all students without extra cost.

Standing of Graduates

This is a standard A-class senior teachers college, a member of the American Association of Teachers Colleges, the Association of Colleges and Secondary Schools of the Southern States, and the National Association of Commercial Teacher-Training Institutions. Its graduates are approved by all accrediting agencies for teachers colleges, and are eligible for the Collegiate Professional Certificate, the highest certificate issued by the Virginia State Board of Education.

The splendid records made by the graduates of this institution in many of the leading universities of the country constitute ample testimony of the thorough training offered here.

It is the purpose of the administration and the faculty to maintain a high standard of scholarship and professional training. Admission may be denied those who appear unfit by reason of scholarship, health, temperament or character. Promotion and graduation are conditioned upon maintenance of good scholarship and indication of teaching ability on the part of those preparing to teach. It is the aim of the College not only to serve the stu-

dents, but to safeguard the interests of children they will later teach.

Expenses

	<i>Fall Quarter</i>	<i>Winter Quarter</i>	<i>Spring Quarter</i>
Board, Room, Heat, Light, Laundry..	\$ 75.00	\$ 75.00	\$ 75.00
Matriculation and college fees.....	25.00	25.00	25.00
	\$100.00	\$100.00	\$100.00

Each quarter is arranged to cover the same amount of time as far as practicable, therefore the board is divided into three equal amounts of \$75.00 for each quarter.

No tuition fees are charged Virginia students who have taught in Virginia for two years or promise to teach in the State for that length of time. Non-residents of Virginia and those not preparing to teach are charged a tuition fee of \$10.00 a quarter in addition to the above expenses.

DAY STUDENTS

The total cost for day students who carry three or more courses is \$25.00 a quarter. For less than three courses, the charge is \$10.00 a quarter for each three-hour course.

ITEMIZED EXPENSES

Board.—The charge of \$75.00 a quarter or \$225.00 for a session of nine months covers all living expenses, i. e., furnished room, board, heat, light, laundry, medical fees, entertainment, etc.

Board is payable in advance at the beginning of each quarter. For the convenience of patrons who find it impossible to pay board for a quarter in advance, however, special arrangements may be made with the Treasurer to pay by monthly installments in advance.

Fees.—Matriculation and college fees of \$25.00 a quarter or \$75.00 for a session of nine months cover all fees with the exception of small laboratory fees as stated in connection with certain courses in the catalogue. All fees are payable quarterly in advance.

Books and Supplies.—Books and supplies are furnished by the College at wholesale price plus a small overhead charge for handling.

Absence.—No reduction will be allowed for board for an absence of less than three weeks, and then only in case of sickness or an emergency.

Accessories.—Each student is expected to furnish soap, napkins, and towels.

Diplomas, Degrees, and Certificates.—Diplomas and degrees are furnished graduates at actual cost—\$1.25 for the professional diploma and \$3.50 for the Bachelor of Science degree and leather case. No charge is made for a certificate.

No diploma, degree, or certificate is granted until all money due the College is paid or secured.

Checks.—Checks for board and fees should be made payable to Treasurer, State Teachers College.

Admission Requirements

The following classes of students are eligible for admission to the College:

1. *Graduates of accredited public or private high schools.
2. Holders of First Grade or higher certificates issued by the Virginia State Board of Education.
3. Those who pass the college entrance examination. This examination may be taken after reaching the College if arrangements are made in advance for same, or may be given by the Virginia State Board of Education or the College Entrance Examination Board.
4. Students transferring from other standard colleges.
5. Experienced teachers and students twenty years of age or older who cannot meet the usual entrance requirements of the

*While graduation from an accredited high school is sufficient for general admission to this College, in some cases additional requirements are set up for admission to special curricula as follows:

1. Students wishing to major or minor in Latin or French must submit at least two high school units in these subjects.

2. One unit in Algebra and one unit in Plane Geometry are prerequisite for those contemplating majoring or minoring in Mathematics, and one additional unit in Business Arithmetic and one in Advanced Algebra are recommended.

College may enter as special students under certain conditions. Full particulars will be furnished on request.

Directions for Admission

An application blank is provided in the back of this catalogue. In order to register fill in and return this blank and a room will be reserved. The return of this simple form, properly filled in, completes all requirements. Registration is completed at the College on registration day.

Transfer of Credits

Credits are accepted from other standard colleges wherever they conform to the requirements set up in any given course in this institution. Liberal substitutes are allowed under the head of general electives. At least one year of residence (three quarters) is required for a diploma or degree.

Students completing the two-year curricula at this College are admitted to other professional colleges as candidates for the Bachelor of Science degree. Students who are graduates of the four-year curricula here with the Bachelor of Science degree are admitted to other colleges as candidates for the Master of Arts or Master of Science degrees.

Day Students

The proximity of the College to the city of Fredericksburg makes it perfectly feasible for students living in or near the city to attend as day students.

The College does not assume any responsibility for boarding arrangements or social direction of students who do not live in the dormitories. Day students, of course, will be subject to the same academic regulations as boarding students. Comfortable quarters are provided for these students where they may study and eat their lunches if desired.

Room Assignment

As far as possible students are permitted to select their roommates. A reasonable period is allowed at the beginning of each quarter during which adjustments, such as change of room or roommate, may be made. This privilege is granted because the

College feels that students can work most satisfactorily and be most contented where they have this opportunity. The College reserves the right, however, of making shifts or adjustments whenever it deems it advisable or necessary.

Student Advisory System

Experience has demonstrated that college students, especially beginners, need to be advised. As soon as freshmen register after reaching the College they are assigned to faculty advisers with whom they consult with reference to the details of the curriculum they wish to pursue, sequence of studies, etc. The adviser plans with them the daily program for the following session. This plan insures a clear understanding of the work on the part of the student just entering college and prevents loss of time for adjustments after classes have begun. All freshmen are required to consult a faculty adviser.

Opportunity to consult an adviser is also provided for upper classmen who are strongly urged to avail themselves of this service. With these students it is optional, however.

Scholarships, Aid Positions, and Loans

This College deems it a privilege to be permitted to assist worthy young people in obtaining a coveted education. Through its friends and through successive legislative appropriations the College has accumulated loan funds available to the extent of several thousand dollars each year. In fact, it stands ready to say to a limited number of earnest students who are eligible for admission and are not in position to meet their entire expenses that it can show them a way to obtain a full college education. Inquiries from this class of students are welcomed.

State Scholarships.—The State offers free tuition to all applicants of Virginia who have taught, or expect to teach, in the public schools of Virginia for two years.

The Chandler Scholarship.—The late President of the College, Algernon B. Chandler, in his will made a bequest of \$1,000 to the College to be invested by the Treasurer, the proceeds to be used annually toward the education of some junior or senior student. This student is to be selected by the President of the Col-

lege, taking into consideration the following points: scholarship, personality, attitude, and inability to continue college without help.

Y. W. C. A. Scholarship.—The Young Women's Christian Association of the College has established a special scholarship valued at \$100.00 to be used by a worthy senior or sophomore completing a two-year course. This loan bears two per cent interest and is payable within one year after graduation when it will again be loaned to another, thus perpetuating the scholarship. This loan is to be awarded by the President of the College and the administrative officers of the Y. W. C. A.

The Matthew Fontaine Maury Scholarship.—The Matthew Fontaine Maury Scholarship was established by the Chapters of the Fourth and Fifth Districts Virginia Division of the United Daughters of the Confederacy as a memorial to Commodore Maury, who was born in Spotsylvania county within ten miles of Fredericksburg. The money is loaned on the personal note of the student receiving it, bears no interest, and is payable at the convenience of the borrower. The applicant must be the lineal descendant of a Confederate veteran and a resident of the Fourth or Fifth District Virginia Division U. D. C. The value of this scholarship is \$150.00 a year. Application should be made to Mrs. Edwin Goffigan, Chairman Committee on Education, U. D. C., Cape Charles, Va.

The Virginia Division United Daughters of the Confederacy Scholarship.—The Virginia Division Scholarship of the U. D. C. is given to graduates of accredited Virginia high schools. Such graduates, to be eligible, must be lineal descendants of Confederate veterans, but may register from any county in the State. Value \$135.00. Application should be made to Mrs. Edwin Goffigan, Chairman Committee on Education, U. D. C., Cape Charles, Va.

Kate Waller Barrett Fund.—The Daughters of the American Revolution have established scholarships totaling \$1,000 at this College, of which \$300.00 is available to junior or senior students. This fund is known as the Kate Waller Barrett Fund, with the Washington-Lewis Chapter of Fredericksburg part contributors. Application should be made to Mrs. James S. Jones, Chairman, Chatham, Va.

State Loan Fund.—A student loan fund is made available through appropriations by the State Legislature. Loans up to \$200.00 a session may be secured on proper recommendation. Those desiring to borrow from this fund should make application to the President of the College.

Employment.—The College desires to aid, as far as possible, all students who are unable to finance their education, and with this aim in view employment scholarships have been established which carry an allowance of \$115.00 for the session. These aid positions consist of light work in the dining rooms, supply room, post office, library, laboratories, mimeograph department, laundry, swimming pool, tea room, and offices.

In this way students, without interfering with their college work, are able to help defray their expenses. Since these scholarships are limited, it is impossible to supply the demand for assistance of this character, but the President of the College will give careful consideration to every request and aid each student to the fullest extent possible. The College is also in a position to provide or find some employment on the hour or day basis.

Service Loving Cup.—Through the interest and generosity of the Fredericksburg Kiwanis Club a silver loving cup is awarded each year to the student who, in the judgment of the faculty, has contributed most to the promotion of the interests of the College during his stay here.

Commencement

Formal commencement exercises occur during the last week of the spring and summer quarters. They include commencement address, baccalaureate sermon, class-day exercises, senior class play, alumnae meeting and banquet, exhibits, delivery of diplomas and degrees, etc. Students and faculty are expected to remain at the College during the commencement exercises, and are required to do so unless excused by the President of the College.

Miscellaneous Notes

Students' baggage should be marked plainly with name and address—State Teachers College, Fredericksburg, Virginia.

The College bus in charge of a reliable driver will meet as many trains as practicable on September 22 and 23. If the bus

cannot be located on arrival at Fredericksburg station take a taxi to the College. The charge is 25c.

Students should report immediately to the Dean of Women, Room 207, Virginia Hall, on arrival at the College for room assignment. The Dean of Women will also arrange for the delivery of trunks when trunk checks and drayage fees are turned over to her. Trunks that are sent by express should come prepaid.

Full instructions in regard to registration, assignment of classes, etc., are posted in the halls. A printed schedule of classes is furnished at the time of matriculation.

ADMINISTRATION

Organization

This College is organized on the quarter basis and is open the year round. The school year is divided into four quarters—fall, winter, spring, and summer. Any three quarters constitute a year's work, whether taken consecutively or not. Teachers and others in service who find it impossible to attend college except during the summer may complete a year's work in three summer quarters.

Quarter Unity.—Students may therefore enter at the beginning of any quarter. Each quarter's work in the several courses is a coherent and complete section of work within itself. The course of study has been so arranged as to maintain this quarter unity. While subjects occurring in two or more quarters in the same year may be related in the several quarters, the work of each quarter is so separate and distinct from that of any other quarter, except in a few cases, that the preceding quarter's work is not necessarily a prerequisite in order to pursue intelligently the courses of the quarter chosen.

Summer Quarter

The summer quarter is an integral part of the school year and carries the same credit as any other quarter. It is divided into two terms of equal length thus enabling students to attend



FACADE—SEACOBEC HALL



SOUTH ENTRANCE TO MONROE HALL

either term or the full quarter. Courses leading to the diploma or degree, as well as courses necessary for the renewal or extension of teachers certificates, are offered on both the quarter and the term basis.

The completion of any three quarters' work, whether consecutive or not, constitutes a full session's work.

The Summer Quarter is open to men on equal terms with women and one of the College dormitories is reserved for the use of men students during the summer.

A special Summer Quarter Bulletin is published, ready by March first of each year.

Student Load

A student registers usually for fifteen, sixteen, or seventeen hours each quarter. The average should be not more than sixteen hours for any three consecutive quarters, or forty-eight for the year of nine months.

A student who maintains a standard of at least "B" in fifty per cent of the work and makes no grade lower than "C" may be permitted to carry as much as 18 credits a quarter. This must be regarded as the maximum load.

Size of Classes

The right is reserved to withdraw any course listed herein or cancel enrollment in any course for which there is not a sufficient demand.

Class Standing of Students

Those students who have less than 42 quarter hours of credit are designated as freshmen. Students who have 42 quarter hours of credit but less than 88 are sophomores. Students with 88 quarter hours of credit but less than 135 are juniors. Students having 135 or more quarter hours of credit are seniors.

Change of Schedule or Courses

All schedules of work must be approved by the Registration Committee, the Registrar, or the Dean of Instruction.

After a schedule has been approved, the student is not permitted to drop any class or enter a new course without special

permission from the Dean of Instruction. Such permission is given only in exceptional cases where there seems to be good and sufficient reason. A fee of fifty cents is charged for every change in the schedule after one week from the beginning of the quarter or term.

No credit is allowed for any course taken for which the student has not registered and which is not listed on the approved schedule card filed in the office.

Training Schools

TRAINING IN ACTUAL TEACHING

The special province of the Teachers College is to train in skill, capability, and efficiency as well as to instruct in the knowledge necessary to be acquired. This service is performed in a laboratory called the training school, where there is developed the proper attitude, spirit, and power.

This laboratory consists of the Campus Elementary School, and the Campus High School. Here actual teaching, managing, and testing are accomplished. Every student expecting to teach who receives a diploma or degree must have a specified amount of this practical experience and training as a part of the required work. Statements regarding the student's probable success are based upon scholarship, classroom work, personality, and character, and upon the skill and adaptability shown in the work of being trained through actual teaching under supervision and criticism.

While the Campus Training Schools are established primarily for teacher training purposes, the principle is maintained that the welfare of the children is paramount, since that which constitutes the best education for the child is likewise the best laboratory for the student teacher.

Rural School Observation.—In addition to the training school facilities indicated above, the College makes provision for students to observe in several of the rural schools in the adjacent counties. An opportunity is given for an insight, therefore, into the working conditions of practically every type of school, from the one and two-room school up through the consolidated rural school, to the more complex graded city system.

Prerequisites for Student Teaching

Students will not be accredited with student teaching in the training schools until they have obtained an average grade of "C" in the College classroom courses.

No one who has an unremoved condition or failure on more than four quarter hours of work will be permitted to do student teaching.

Students who do not meet the above requirements can bring their work up to the standard by repeating courses on which their grade is "D" or below.

Grading System

Scholarship standing is indicated by the letters A, B, C, D, E, F.

A is given for work of unusual excellence and exceptionally high order.

B is given for work distinctly above the average.

C denotes work of average or medium quality.

D is the lowest passing mark and while it will be accepted for graduation, it represents work of inferior quality.

E denotes that the work is conditioned. Conditions not made up in the next quarter of residence automatically become "F."

F (below 70) denotes failure and requires that the subject be taken again in class and passed before credit can be allowed.

A careful record is kept in the office of the Registrar of the entrance credits and work at this College of all students in all departments, and reports of students' work are mailed to parents three times a session, or at the close of each quarter. Special reports are sent at other times if it seems advisable.

Students are notified at frequent intervals by the instructors of deficiencies in their work, and are given every opportunity and encouragement to make up such deficiencies.

First-year students who fail on fifty per cent or more of their work the first quarter are placed on probation for the second quarter. A first-year student who does not make at least fifty per cent of the work the first year will be dropped automatically from the roll. Anyone desiring to be reinstated may have his case reopened if in the judgment of the Administration the circumstances justify same.

Students in the second, third, and fourth years who do not make at least seventy-five per cent of their work may be asked to withdraw.

Scholarship Quality Point System

The following Scholarship Quality Point System is effective in this College. This does not apply to work completed here before this system became effective or to work done in other colleges for which students have received credit.

For each quarter hour of credit with a grade of "A" three quality points are allowed.

For each quarter hour of credit with a grade of "B" two quality points are allowed.

For each quarter hour of credit with a grade of "C" one quality point is allowed.

For each quarter hour of credit with a grade of "D" or below, no quality point is allowed.

In each case the number of quarter hours credit in each course is multiplied by the number of quality points assigned to the grade made in that course. For example, an "A" in a course for which three quarter hours credit are allowed entitles the student to nine quality points. In this same course a grade of "B" would entitle the student to six quality points, "C" to three quality points, and no quality points would be allowed for a "D." This means that a student falling below "C" on a course at any time would have to make at least a "B" on some other course in order to secure the necessary quality points.

The above does not mean that a student is entitled to graduation when the number of quality points necessary for the diploma or B. S. degree have been received, since, if grades of "A" and "B" are made on a large percentage of the work, the quality points may far exceed the scholarship credits. It simply means that in order to graduate the number of quality points must at least be equal to the scholarship credits required.

Before being permitted to graduate in any curriculum the student must have earned as many quality points as there are quarter hours credit required in this curriculum. This means in general that the work of the student must at least be equal to an average grade of "C," although the school officials will decide

whether or not the work of an individual student is of sufficiently high quality.

Students entering from other colleges are required to make as many quality points here as additional hours of credit required at this institution in order to complete the curriculum taken.

This system enables students to check their standing from time to time, and thus ascertain whether or not they are meeting the qualitative standard as well as the passing standard. In other words, this system is both objective and simple.

Residence Requirements

It is contemplated that a student will spend four years in residence in college to secure the B. S. degree. Residence in other standard colleges is accepted as equivalent time spent in this institution.

At least one year of residence (three quarters) here is required for a diploma or degree. At least 186 quarter hours are required for the Bachelor of Science Degree.

Students who maintain a standard of "B" in fifty per cent of the work taken and make no grades lower than "C" may be permitted to carry as much as eighteen credits a quarter and thus shorten the time required for graduation by approximately one quarter.

Teacher Placement Bureau

This bureau is a clearing house for graduates, well qualified students who are seeking positions, and school boards and superintendents who are in need of teachers. Superintendents and members of school boards are invited to visit the College, to make use of the placement bureau, and to meet applicants. Where this is not possible, confidential reports giving a full and accurate estimate of each applicant, as far as possible, will be furnished on request. The bureau recognizes that the primary obligation is to the children to be taught rather than to teachers desiring positions and teachers are recommended with this in mind. Address all communications to Director of the Placement Bureau.

Extension Work

In order that the College may be as useful as possible in its service to the public, extension courses are offered in cooperation

with the University of Virginia. This makes it possible for those who cannot attend college to remain at home and yet receive the benefits of college instruction.

Extension classes are organized in any subject in which eight or more persons desire to take a course. These classes meet at some convenient place and at an hour that is agreeable to both instructor and students. In organization and procedure the work corresponds to regular recitations in the College.

The location of the College makes it feasible to give extension courses in Fredericksburg, Culpeper, Orange, Gordonsville, Alexandria, Bowling Green, Ashland, Arlington County, Warsaw, Fairfax, Manassas, Tappahannock, Warrenton, and many other points in the immediate section served by this institution.

Detailed information will be furnished upon request.

Lectures

Members of the College Faculty are available for lectures of a professional or popular character on subjects that may be desired by teachers or by commercial and social clubs, and other organizations, as well as for commencement addresses. Dates and other arrangements will be a matter of determination at the time.

Terminology

Quarter Hours.—All credit toward graduation is calculated in "quarter-hours." The term "quarter-hours" means a subject given one day a week through a quarter of a year, approximately twelve weeks. Most of the college courses call for three recitations a week. These are called three-hour courses. A student usually selects sixteen quarter hours, the equivalent of five courses each meeting three times a week, as her regular work.

Constant.—This is a course required of all students in any grade, curriculum or year.

Elective.—This is a course not required of all students.

Major.—This expression is used to show the more prominent line of work pursued by the student on a degree curriculum. Usually the major consists of not less than 36 quarter hours of credit.

Minor.—This term is used to indicate the line of work pursued by the student that is second in prominence. Usually the minor consists of not less than 27 quarter hours of credit.

Course.—This means a subject or portion of a subject as outlined in this bulletin for a quarter's work in one line.

Curriculum.—This means the full quantity and quality of work that is accepted as evidence of qualifications for a diploma or a degree.

Quality Points.—These are awarded on each quarter hour of credit according to the grade of scholarship attained. As many quality points as quarter hours of credit required at this institution are necessary for graduation from any curriculum.

Unit.—This term applies to secondary work and represents a minimum of five 40-minute periods of class work a week for at least 36 weeks.

Student Organizations and Activities

GENERAL WELFARE

Every effort is made to create a home-like atmosphere in the College. In living at close range work and play must be happily proportioned. Friendliness and helpfulness must characterize the spirit of the student body, while a regard for the rights of others and a consideration for the property of others must be advocated consistently, thereby making of the College a pleasant and profitable home in which to live.

All possible freedom of movement is allowed students, consistent with the academic and social standards of the College. Irregularities which bring criticism or reproach upon the student or the College are not permitted.

Students are expected to adhere to a high standard of conduct and not need to be reminded constantly of detailed rules and regulations. Few formal or printed rules are, therefore, imposed upon them. The College authorities and members of the faculty rely upon students sense of honor and strive always to appeal to their better selves. Those whose conduct is habitually inconsistent with this ideal are, *ipso facto*, outside of the organization and are quietly asked to withdraw.

HEALTH

The health of the students is given first consideration. They receive the very best medical attention through the services of a resident trained nurse and one of the leading physicians of the city who is employed by the College, and who pays daily visits. The department of Physical Education also co-operates closely, offering corrective gymnastics when advisable. Health records are secured and filed as part of the student's record. The College, provided with an infirmary, bears all expenses of medical attention and nursing, except in cases of special private nursing, of special operations, and epidemics. The President will promptly inform parents of the illness of students.

The Mary Washington Hospital, which is strictly modern, is located convenient to the school. The College Physician is associated with this hospital, where a student may secure the services of recognized surgeons in cases of emergencies.

PHYSICAL EDUCATION AND ATHLETICS

Every student is required to participate in some form of physical education which is in keeping with the condition and physical needs of the individual. This helps to keep students in good physical condition, and it is hoped that right habits and attitudes in regard to health and recreation will be developed and learned which will be followed after college days are over.

A medical and physical examination is required of all students. Those found physically normal will be expected to follow the regular physical education activity program, while the physically subnormal will engage in a prescribed corrective and recreative program approved by the physician.

This College has excellent facilities for Physical Education—a large gymnasium, indoor swimming pool, several tennis courts, available golf links, athletic field, running track and other play fields.

Both inter-mural and inter-collegiate athletics are participated in. These include hockey, basketball, indoor baseball, tennis, track, swimming events, etc. Emphasis upon physical and health education for all students is not sacrificed in order to produce winning teams in inter-collegiate contests.

GOVERNMENT

Students are permitted as much freedom in their movements on the campus and in their intercourse with the town as is consistent with propriety and the work they have assumed. The College realizes that discipline and government for student groups find their ideal in self-government, and to that end works ceaselessly and sympathetically with the Student Government Association. This association is composed of the entire student body, which in turn, by democratic elections, vests the governing powers in the Student Council, composed of President, Vice-President, Secretary, Treasurer, and representatives from every class. This Student Council is under the advice and counsel of the Joint Council. The latter is composed of the four offices of the Student Council and three members of the faculty. All decisions of the Joint Council involving serious discipline are referred to the President for his approval or veto.

WEEK-END VISITS AND HOLIDAYS

Students are permitted to make week-end visits at such times as will not conflict with their class schedule or their college obligations. This privilege, including Sunday as part of the week-end, is withdrawn from students who are failing in any of their work. Special permission from the student's parent or guardian must be obtained in advance for a week-end visit other than to her home.

Students are discouraged to spend frequent week-ends away from the College as this practice tends to interfere with their work.

The above ruling as to week-end visits may be changed during the session if found desirable.

See the Calendar for scheduled holidays.

A student failing to return on time after a holiday or week-end visit must furnish satisfactory reason for absence both to the Dean of Women and Dean of Instruction. In any event all absences from classes immediately before or after week-end visits or holidays carry double absence penalty.

RELIGIOUS LIFE

This institution is non-denominational and recognizing the religious freedom of the students does not attempt to project into their lives the views of any one church. It does feel a deep responsibility, however, for their religious welfare and endeavors

to maintain high moral and Christian standards. Assembly and chapel exercises are held regularly during the session and ministers from the city are asked to take part in conducting these services from time to time.

In addition, programs are contributed by members of the faculty, prominent outside speakers, the Student Government, the Y. W. C. A. and other departments and organizations of the school.

The churches in Fredericksburg represent practically every denomination and all extend a cordial welcome to the students. While church attendance is not compulsory, all students are encouraged to affiliate themselves with some church during their residence here. The spirit of co-operation between the College and the various local churches is one of mutual helpfulness.

The Young Women's Christian Association holds daily vesper services and a weekly devotional meeting to which members of the faculty and the student body are invited. Standing as it does for the development of the body, mind, and spirit, the Association seeks to meet the varied needs of the students, a large percentage of whom are members of this organization. Particularly through the membership and the social committees is the new girl aided in finding herself amid the new surroundings, in making new friends, and in discovering a worthwhile program in which she may participate.

SOCIAL LIFE

In order that students may receive a well-rounded education it is necessary that there be offered opportunities for entertainment, recreation, and a general broadening of their intellectual life in addition to certain definite courses of instruction.

The social calendar for the year is varied and includes formal receptions, formal dinners, teas, programs by the departments such as music, dramatics, physical education, etc., lectures, moving pictures, May Day festivities, alumnae banquets, box suppers, informal inter-class parties, club parties, hikes, picnics, tennis, golf, and swimming.

The College secures each year a high class lyceum course which is enjoyed by the students without extra cost.

CLUB ROOM

The Club Room is situated on the first floor of Virginia Hall and is easily accessible to students from all dormitories. It is a

favorite rendezvous for social and business gatherings . In addition, each dormitory has its own parlors.

CHORAL CLUB

The members of the Choral Club are selected by the music director. Public performances are a part of the course. Participation in the choral contests and festivals sponsored by the Virginia Federation of Music Clubs is an annual custom. Other trips are taken by the club during the year. Credit is given for this work.

LES SAVANTES

The Literary Club, Les Savantes, seeks to promote a deeper appreciation of the best in literature and to create a broader and more far-reaching interest in all of its forms, especially drama, fiction, history, and biography. It stands for literary development and more than that, literary expression. Membership is open to any student who is interested in this phase of college life and who has a creditable scholastic standing.

CHOIR CLASS

The members of the Choir Class are selected by the music director. Only church music is studied and presented. Public performances are a part of the course. Credit is given for this work.

DRAMATIC CLUB

"The Scene Shifters" is an organization composed of students interested in performing and in producing plays. Students who have had or are taking a course in Play Production, or who have demonstrated their dramatic ability, are eligible for membership. The club sponsors at least three three-act plays a year. Because of the proximity to Richmond and Washington, opportunity is afforded this group to witness some of the best professional theatrical productions.

GERMAN CLUB

The German Club promotes a higher social atmosphere among the girls, and has as its objective more than the purely recreational. It stands for better ballroom etiquette, the best form of dancing, and proper dress. Membership is open to any girl inter-

ested in this phase of college life. The club sponsors three mixed dances a year, usually one each quarter.

CAROLINA CLUB

The Carolina Club is purely a social organization composed of students from North and South Carolina. It gives students from these states an opportunity to become better acquainted and through its social activities adds much to the enjoyment of college life.

NORTHERN NECK CLUB

All students from the "Northern Neck" of Virginia are members of this club. This organization meets once a week for a social hour. One day a session is set aside to entertain the entire student body.

PEANUT CLUB

The "Peanut" Club's membership is composed of students coming from the section of Virginia lying between Petersburg and Suffolk known as the "Peanut Section." The club has as its emblem a "peanut" necklace. It enters into the social life of the campus and furnishes much wholesome social activity.

KOLLEGE KOMMERICAL KLUB

The Kollege Kommerical Klub has as its chief objective the socializing of the girls of the Commercial Department. During the winter and spring quarters two trips are made to Richmond and Washington to visit the leading banks and the most important factories in order to give students direct contact with the outside business world. Monthly meetings are held in the College Tea Room.

SOUTHWEST VIRGINIA CLUB

The Southwest Virginia Club is constituted of students who come from the "great Southwest" with Roanoke and the Tennessee boundary serving as indicators for sectional eligibility of its members. This club purposes to create a finer appreciation for this section of the State, to make for a comradeship among those who come from the Southwest, and to give a deeper recognition of the value of the College and its ideals.

LEADERS' CLUB

The Leaders' Club, characteristic of its name, is composed of the leaders of every organization and club on the "Hill." Its aim and function is far-reaching in that it tends to bring together the problems of each organization for suggestions from all other organizations as to the solution of such problems.

ALPHA PHI SIGMA NATIONAL SCHOLARSHIP FRATERNITY

The purpose of this organization is to encourage high scholastic attainment both in high school and in college. High school valedictorians and salutatorians are automatically initiated into the fraternity upon admission to the College. Any other student who has been in the College six months and whose scholarship ranks in the upper sixth is eligible.

ATHLETIC ASSOCIATION

The Athletic Association has for its aim the promotion of athletic activities. The College participates in only two varsity sports—hockey and basketball. There are class teams in all sports—hockey, soccer, baseball, basketball, swimming, tennis, and track.

All students are eligible for membership in the Athletic Association and anyone may compete for the school letter given for athletic ability.

DEBATING TEAMS

Admission to the debating teams is based upon try-outs and skill shown in inter-class debating. Debates with other colleges will be arranged during the year.

DEPARTMENTAL ORGANIZATIONS

Several of the other departments of the College have organized societies of an educational and social nature for the furtherance of interest in the various fields of endeavor.

THE BULLET

The Bullet is the periodical of the College and is issued monthly. It is managed and edited by the student body with the advice of a faculty committee, and contains social and business news of the College, supplemented by personal contributions by members

of the student body. A feature peculiarly their own is the department of Student Opinion, in which the student body are invited to give the College the benefit of their constructive thinking by expressing their opinion of any phase of college life as they see it. Through The Bullet the alumnae may keep in touch with the College, and prospective students may get some idea of the college activities.

THE BATTLEFIELD

The Battlefield is the annual student publication. Designed to be of enduring interest to each student in the institution, it contains individual pictures of the seniors, juniors, and sophomores, class pictures, and pictures of individuals and of familiar scenes in school life. Records of important and interesting events and features which occur during the year are included. The publication of the annual is entrusted to a complete staff composed of students who are elected by the student body, assisted by a faculty committee which serves in an advisory capacity. This is one of the most important of the extra-curricula activities in the College.

ALUMNAE

The great majority of the graduates of the State Teachers College are engaged in the teaching profession. A few fill positions in the professional and business world. It is the desire of the College to keep in touch with its graduates and help them advance in their chosen fields.

The Alumnae are invited to visit the College as its guests at any time, especially during commencement. Please notify the Alumnae Secretary, State Teachers College, Fredericksburg, Virginia, of any recent change in name and address.

PROGRAM OF STUDIES

Four-Year Curricula

The College offers four-year curricula leading to the B. S. degree for those who desire to prepare for careers as teachers, supervisors, or principals in elementary and high schools. (See Curricula III and IV, pages 57 to 59, inc.)

A holder of the B. S. degree is eligible for the Collegiate Professional Certificate—the highest certificate issued by the Virginia State Board of Education.

In addition to offering strong professional courses for teachers and supervisors of the traditional academic subjects, this College is particularly well equipped and ideally situated to offer excellent courses leading to the B.S. degree in Commercial Education, Physical and Health Education, Music, and Home Economics for students who wish to specialize in these fields. (See Curricula V, VI, VII, VIII, pages 60 to 68, inc.)

Due to consolidation of small high schools throughout the State and country, as well as to the present day demand for a broadening of the curriculum in order that boys and girls may receive instruction in fields other than the traditional subjects, teachers are realizing more and more that if they are to make a real success of teaching both from the professional and personal viewpoints, they must specialize.

This College is unable to supply the demands for teachers and supervisors in the special and what might be termed newer fields of education, regardless of the fact that initial salaries in these fields are larger than for teachers of the older subjects.

Two-Year Curricula

Students who wish to become teachers in the primary and grammar grades, and who are not in position to complete the four-year course before entering the teaching profession, are admitted to the two-year curricula. (See Curricula I and II, pages 53 to 56, inc.)

On completion of the prescribed work such students are awarded a professional diploma, which entitles them to the Normal Professional Certificate issued by the Virginia State Board of Education. These students may return at the beginning of any quarter if they find it possible to do so later and complete the third and fourth years' work entitling them to the B.S. degree and to a Collegiate Professional Certificate.

Opportunities Offered by Special and Vocational Curricula

COMMERCIAL EDUCATION

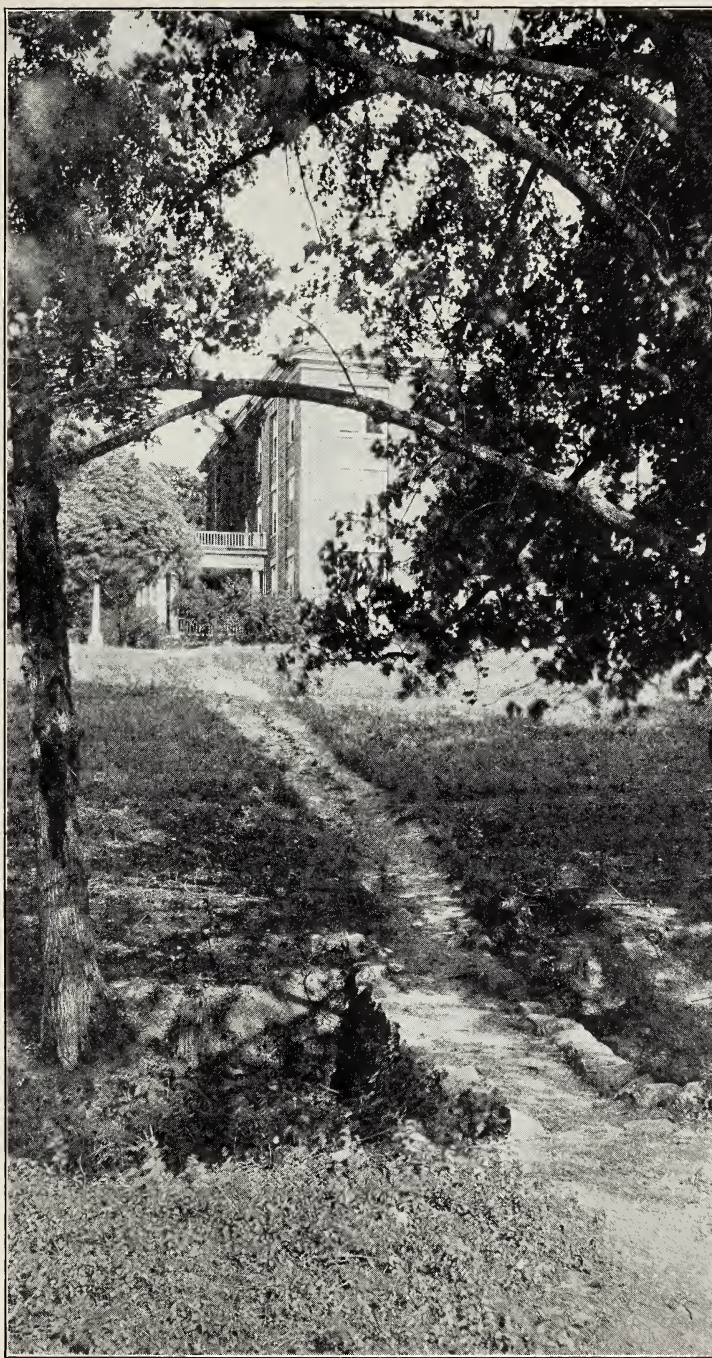
This College is a member of the National Association of Commercial Teacher-Training Institutions, and has one of the strongest

departments of commercial education in the entire South. The courses are designed to meet the needs of three classes of students.

1. A four-year course leading to the Bachelor of Science degree. On completion of this course graduates are qualified either to enter the teaching profession or the commercial world as preference or circumstances may determine.
2. A four-year course leading to the Bachelor of Science degree for those who do not desire to teach but have definitely decided to enter business. This course insofar as content work is concerned is essentially the same as the course mentioned above, the chief difference being that students who elect this course are permitted to substitute additional content work for practice teaching.
3. A short course approximately one year in length intended for those desiring to become secretaries or stenographers. In this course emphasis is placed very largely on skills, such as typewriting, shorthand, bookkeeping, and accounting. This program makes it possible for those who are able or may desire to remain in College for only a short time, to qualify for commercial positions within a minimum length of time and at the least possible expense. An important factor to be considered in selecting this course is that credits earned here carry full college recognition toward the B. S. degree, and work may be resumed at some future time and full credit received for courses already completed.

Ordinarily college graduation is a prerequisite for teaching in the high schools of Virginia. Because of the great demand for commercial teachers, however, and the inability of the colleges to supply the demand, students who complete the first two years of the four-year commercial curriculum for teachers are entitled to special certificates to teach commercial subjects in the high schools of the State. This is an emergency measure, and students are urged wherever possible to remain in college for four years and secure the Bachelor of Science degree.

Business is the dominant characteristic of the age, and there is not only a great demand for secretaries, stenographers, accountants, and specialists in business, but the greatest demand in the



OLD STONE BRIDGE AND VIRGINIA HALL IN BACKGROUND



ONE OF THE NUMEROUS HILLS ON THE CAMPUS, CROWNED BY THE MOST RECENT ADDITION TO THE COLLEGE PLANT.

field of teaching today is in the field of commercial education. As would be expected, because of the operation of the law of supply and demand, salaries in this field therefore are larger than in any other field of teaching.

PHYSICAL AND HEALTH EDUCATION

Physical Education is a comparatively new field in general education and offers many opportunities for the student who is fitted by nature and inclination to become a teacher or supervisor in this field. The demand for specialists in Physical Education is becoming greater each year. This College offers a specialized curriculum designed to train teachers and supervisors of Physical Education.

This course has the added advantages of being planned to give such exercise as will enable students to build up and conserve their own health by intelligent attention to the laws of health and hygiene, and to aid them by habits of exercising thus acquired to keep their bodies in the best physical condition possible; and to correct in so far as possible faults of posture and physical defects.

MUSIC

"Merely to play the piano is an accomplishment. A musical education is an accomplishment, a science, an art, and a profession, all in one. Give your daughter a musical education. Poor instruction costs time and money. You can replace the money, but the time is lost forever."

Music forms an integral part of the work of the College. Its immediate interests and specific work are under the supervision of the Department of Music. Both theoretical and practical music are included in the scope of this department, the former being devoted to class instruction in such subjects as public school music, appreciation, theory, harmony, etc., the latter being devoted to individual lessons in piano and voice. The aim is to teach music not only as an accomplishment, but also as an aid in the development of the highest type of womanhood. The intimate connection of the department with the other departments of the College presents to the student opportunities of pursuing a well rounded liberal education. Such a combination is strongly recommended from an educational point of view. The ultimate aim is to train

for life, and to use the art of music as a means of intellectual, aesthetic, and moral culture.

Student and faculty recitals and concerts by visiting artists offer advantages for music appreciation and study. The glee club affords opportunities for practical training and application for the principles of music.

In addition to the regular Artists Course of the College, students have exceptional opportunities to hear the best operas and concerts in Richmond and in Washington. Each of these cities is only fifty miles away, and for groups it is possible to secure a reduction in transportation costs, as well as in the price of admission.

The Music Department began last year a new undertaking which has been very successful in other states. It has the endorsement of the State Department of Education. Some of the strongest students in music will undertake music teaching and supervision in nearby county schools, thereby giving the student-teacher a splendid opportunity to gain experience before graduation and thereby bringing music as a regular study to rural school children.

This plan is sponsored by the "Music Missioner Movement," which originated at Lake Placid, New York, and has headquarters there. This organization guarantees positions for music teachers and supervisors who receive their training at this College under the plan sponsored by them.

HOME ECONOMICS AND DIETETICS

Home-making is still one of the most important and most inevitable vocations for women. Definite training will add much to the ease and pleasure of managing a home. For the girl who wishes to major in home economics and teach in this field a strong course is offered. Much additional equipment has been added and many improvements made, including new practice house, new food and clothing laboratories, new tea room, and an additional instructor.

The Home Economics Department is largely responsible for the food prepared for the College Tea Room and for the management of this popular resort.

Visits are made to factories, museums, and Federal bureaus in Washington and Richmond. These visits and the accompanying lectures and discussions give students valuable information

that can be gained in no other way. Under a plan whereby each student in the Home Economics Department is credited with a certain percentage of the profits earned from food prepared for the Tea Room, these trips may be made with little or no expense to the student.

FINE ARTS

"Art contributes to the making of good citizens by improving public taste and by developing a sense of appropriateness, appreciation, understanding and enjoyment of beauty in one's surroundings."

Modern art education has a very practical as well as cultural value. Everyone must select articles for personal, home, and community use, and therefore everyone, regardless of profession or trade, needs to know the fundamental principles of design and color which govern the "art quality" in objects, that is, that quality in any object beyond mere utility.

The purposes of the art course in the College are first, to prepare teachers in the elementary grades to meet the art problems of their daily work; to set up ideals and standards of excellence and develop judgment and good taste through the making of decisions and choices; to develop basic skills and attitudes; and second, to provide a cultural background for any student who wishes a well-rounded education and an introduction to a greater enjoyment of beauty of line, form or color wherever it may be found.

Under the present plan of organization Art may be selected as a minor by any student working for the B. S. degree.

Requirements for the Bachelor of Science Degree

Constants.—English	18 quarter hours
Education and Supervised Teaching	30 quarter hours
Social Science	18 quarter hours
Physical and Natural Science	12 quarter hours
Health and Physical Education	9 quarter hours

Majors and Minors.—Each candidate for a degree must select one major and two minor subjects of study. The major may be selected from one of the following fields: English, Social Science, Science, French, Latin, Mathematics, Elementary Education, Commercial Education, Physical Education, Music or Home Economics.

Minors may be selected from the same groups of subjects, with the addition of Art.

Students are referred to the various departments of instruction for exact requirements for majors and minors in the various courses.

In order to meet the State requirements for a certificate in Science a student must complete three Sciences with four session hours' credit each or two Sciences with six session hours' credit each.

Electives.—Each candidate must select, in addition to the constants, majors, and minors, such additional subjects as are necessary to bring the total of quarter credit hours to 186. These must be approved by the Dean of Instruction or the Classification Committee.

Quality Points.—Students are required to show a specified number of quality points in addition to the quarter credit hours required for the degree. See page 36.

Course Numbers.—Courses numbered from 100 to 199, inclusive, are first year courses; second year courses are numbered 200 to 299, inclusive; those with numbers ranging from 300 to 399 are third year courses; and those with numbers of 400 and above are designed for fourth year students.

Students are not permitted to enroll for courses that are more than one year above or below their classification.

CURRICULUM I

TWO-YEAR CURRICULUM FOR PRIMARY TEACHERS LEADING TO THE TWO-YEAR DIPLOMA AND THE NORMAL PROFESSIONAL CERTIFICATE ISSUED BY THE VIRGINIA STATE BOARD OF EDUCATION

FIRST YEAR

FALL QUARTER		WINTER QUARTER		SPRING QUARTER	
	Credit		Credit		Credit
Art 101 General Art.....	2	Art 115 Elem. Grades.....	2	Ed. 165 Read.-Lang.....	5
Ed. 118 Ed. Psychol.....	3	Ed. 119 Ed. Psychol.....	3	Eng. Fundamentals.....	3
Eng. Fundamentals.....	3	Eng. Fundamentals.....	3		
Mus. 101 P. S. Music.....	1	Mus. 102 P. S. Music.....	1	Phy. Ed. 103 Gym.....	1
Phy. Ed. 101 Gym.....	1	Phy. Ed. 102 Gym.....	1	SSc. 152e U. S. Hist.....	3
SSc. 116 Geo. of U. S.....	3	SSc. 151e U. S. Hist.....	3		
One of the following :					
H. Ed. 100.....	3	H. Ed. 100.....	3	H. Ed. 100.....	3
Eng. 110 Child Lit.....	3	Eng. 110 Child Lit.....	3	Eng. 110 Child Lit.....	3
Math. 110 Arith.....	3	Math. 110 Arith.....	3	Math. 110 Arith.....	3
	16		16		*15

*Art 210, Art Appreciation ; Music 103, Public School Music ; or Music 210, Music Appreciation may be added. These are all one-credit courses.

SECOND YEAR

	CREDIT			CREDIT			CREDIT		
	FALL QUARTER			WINTER QUARTER			SPRING QUARTER		
	A	B	C	A	B	C	A	B	C
Art 210 Art Appreciation.....	0	0	1	1	0	0	0	1	0
Ed. 200 Educ. Sociology.....	0	5	0	0	0	5	5	0	0
Ed. 210 Tests & Measurements.....	0	0	3	3	0	0	0	3	0
Ed. 240 Superv. Teach.—Primary.....	10	0	0	0	10	0	0	0	10
Ed. 250 Princ. of Teach.—Primary.....	5	0	0	0	5	0	0	0	5
Eng. 210 Children's Lit.....	0	3	0	0	0	3	3	0	0
Eng. 220 Oral Reading.....	0	0	3	3	0	0	0	3	0
Mus. 210 Music Appreciation.....	0	0	1	1	0	0	0	1	0
Phy. Ed. 201-202 Gym.....	0	1	1	1	0	1	1	1	0
Sc. 230 Nature Study.....	0	3	0	0	0	3	3	0	0
SSc. 113 Citizenship.....	0	0	3	3	0	0	0	3	0
*SSc. 216 Geog. of Eurasia.....	0	3	0	0	0	3	3	0	0
*SSc. 217 Geog. of South. Lands.....	0	0	3	3	0	0	0	3	0
	15	15	15	15	15	15	15	15	15

*Either Social Science 216 or 217 is required; both may be elected. Other Electives: Music 211 and 222; other second year courses by permission of the Dean of Instruction.

Note.—Students in the second year of Curriculum I are divided into three approximately equal sections, listed, A, B, C, above. Each section teaches one quarter and for the other two quarters takes the work listed under their respective sections. Students are required to take the work as listed under their respective sections. For instance, students in Section A teach the first quarter and take the courses listed under Section A for the second quarter; and the subjects listed under Section A for the third quarter. "O" after a subject for a given section indicates that the subject is not taken by that section for that quarter.

CURRICULUM II

TWO-YEAR CURRICULUM FOR TEACHERS OF THE UPPER ELEMENTARY GRADES LEADING TO THE TWO-YEAR
DIPLOMA AND THE NORMAL PROFESSIONAL CERTIFICATE ISSUED BY THE VIRGINIA STATE BOARD OF
EDUCATION

FIRST YEAR

FALL QUARTER		WINTER QUARTER		SPRING QUARTER	
	Credit		Credit		Credit
Art 101 General Art.....	2	Art 115 Elem. Grades.....	2	Ed. 165 Read.-Lang.....	5
Ed. 118 Ed. Psychol.....	3	Ed. 119 Ed. Psychol.....	3	Eng. Fundamentals.....	3
Eng. Fundamentals.....	3	Eng. Fundamentals.....	3	Music 103 P. S. Mus.....	1
Mus. 101 P. S. Music.....	1	Mus. 102 P. S. Music.....	1	Phy. Ed. 103 Gym.....	1
Phy. Ed. 101 Gym.....	1	Phy. Ed. 102 Gym.....	1	SSc. 152e U. S. Hist.....	3
SSc. 116 Geo. of U. S.....	3	SSc. 151e U. S. Hist.....	3		
One of the following:					
H. Ed. 100.....	3	H. Ed. 100.....	3	H. Ed. 100.....	3
Eng. 110 Child Lit.....	3	Eng. 110 Child Lit.....	3	Eng. 110 Child Lit.....	3
Math. 110 Arith.....	3	Math. 110 Arith.....	3	Math. 110 Arith.....	3
	16		16		16

SECOND YEAR

	CREDIT			CREDIT			CREDIT		
	FALL QUARTER			WINTER QUARTER			SPRING QUARTER		
	A	B	C	A	B	C	A	B	C
Art 210 Art Appreciation-----	0	0	1	1	0	0	0	1	0
Ed. 200 Educ. Sociology-----	0	5	0	0	0	5	5	0	0
Ed. 210 Tests & Measurements-----	0	0	3	3	0	0	0	3	0
Ed. 240 Superv. Teach.—Grammar Grades-----	10	0	0	0	10	0	0	0	10
Ed. 250 Princ. of Teach.—Grammar Grades-----	5	0	0	0	5	0	0	0	5
Eng. 210 Children's Lit.-----	0	3	0	0	0	3	3	0	0
Eng. 220 Oral Reading-----	0	0	3	3	0	0	0	3	0
Mus. 210 Music Appreciation-----	0	0	1	1	0	0	0	3	0
Phy. Ed. 201-202 Gym-----	0	1	1	1	0	0	0	1	0
Sc. 230 Nature Study-----	0	3	0	0	0	3	3	0	0
SSc. 113 Citizenship-----	0	0	3	3	0	0	0	3	0
*SSc. 216 Geog. of Eurasia-----	0	3	0	0	0	3	3	0	0
*SSc. 217 Geog. of South. Lands-----	0	0	3	3	0	0	0	3	0
	15	15	15	15	15	15	15	15	15

*Either Social Science 216 or 217 is required; both may be elected. Other Electives: Music 211 and 222; other second year courses by permission of the Dean of Instruction.

Note.—Students in the second year of Curriculum II are divided into three approximately equal sections, listed, A, B, C, above. Each section teaches one quarter and for the other two quarters takes the work listed under their respective sections. Students are required to take the work as listed under their respective sections. For instance, students in Section A teach the first quarter and take the courses listed under Section A for the second quarter; and the subjects listed under Section A for the third quarter. "O" after a subject for a given section indicates that the subject is not taken by that section for that quarter.

CURRICULUM III

FOUR-YEAR CURRICULUM FOR ELEMENTARY TEACHERS, PRINCIPALS, AND SUPERVISORS LEADING TO THE BACHELOR OF SCIENCE DEGREE AND THE COLLEGIATE PROFESSIONAL CERTIFICATE—THE HIGHEST CERTIFICATE GRANTED BY THE VIRGINIA STATE BOARD OF EDUCATION

First year and second year work of this curriculum is the same as that for Curricula I and II. Education 240 and Education 250 may be postponed until the third year and a full year course in Science and some elective may be substituted in the second year by students who definitely plan to remain in college three or four years before teaching.

THIRD YEAR

FALL QUARTER		WINTER QUARTER		SPRING QUARTER	
	Credit		Credit		Credit
Ed. 318 Child Psy.	3	Ed. 319 Adol. Psy.	3		
Eng. 261 English Lit.	3	Eng. 262 English Lit.	3	Eng. 263 Amer. Lit.	3
Science	4	Science	4	Science	4
Phy. Ed. 301 Gym.	1	Phy. Ed. 302 Gym.	1	Phy. Ed. 303 Gym.	1
Electives		Electives		Electives	

Note.—If Education 240 and 250 were not taken in the second year these courses must be selected during one quarter of the third year.

FOURTH YEAR

*Ed. 411 Hist. of Ed.	3	Ed. 416 Ex. Cur. Act.	3	*Ed. 411 Hist. of Ed.	3
Ed. 412 Supv. & Adm.	3	Ed. 415 Guidance	3		
Ed. 440 Teaching	6	Ed. 440 Teaching	6	Ed. 440 Teaching	6
Phy. Ed. 401 Gym.	1	Phy. Ed. 402 Gym.	1	Phy. Ed. 403 Gym.	1
SSc. 411 Sociology	3	SSc. 412 Sociology	3	Electives	
Electives		Electives			

*Either first or third quarter.

CURRICULUM IV

FOUR-YEAR CURRICULUM FOR JUNIOR AND SENIOR HIGH SCHOOL TEACHERS, PRINCIPALS, AND SUPERVISORS, LEADING TO THE BACHELOR OF SCIENCE DEGREE AND THE COLLEGIATE PROFESSIONAL CERTIFICATE—THE HIGHEST CERTIFICATE ISSUED BY THE VIRGINIA STATE BOARD OF EDUCATION

FIRST YEAR

FALL QUARTER		WINTER QUARTER		SPRING QUARTER	
	Credit		Credit		Credit
Eng. 115 or 117 Funds.....	3	Eng. 115-6 or 117 Funds.....	3	Eng. 116 or 117 Funds.....	3
Phy. Ed. 101 Gym.....	1	Phy. Ed. 102 Gym.....	1	Phy. Ed. 103 Gym.....	1
Science.....	4	Science.....	4	Science.....	4
SSc. 151 U. S. Hist.....	3	SSc. 152 U. S. Hist.....	3	SSc. 113 Citizenship.....	3
Electives.....		Electives.....		Electives.....	

Note.—Total credits per quarter should be 15 to 17.

SECOND YEAR

FALL QUARTER		WINTER QUARTER		SPRING QUARTER	
	Credit		Credit		Credit
Ed. 218 Ed. Psychol.....	3	Ed. 219 Ed. Psychol.....	3	Ed. 233 Prs. Sec. Ed.....	3
Eng. 261 Eng. Survey.....	3	Eng. 262 Eng. Survey.....	3	Eng. 263 Am. Survey.....	3
Phy. Ed. 201 Gym.....	1	Phy. Ed. 202 Gym.....	1	Phy. Ed. 203 Gym.....	1
SSc. 261 Hist. of Civil.....	3	SSc. 262 Hist. of Civil.....	3	SSc. 263 Hist. of Civil.....	3
Major.....		Major.....		Major.....	
Minor.....		Minor.....		Minor.....	

THIRD YEAR

FALL QUARTER	Credit
*Ed. 340 Teaching-----	6
Major	
Minor	
Elective	

WINTER QUARTER	Credit
*Ed. 340 Teaching-----	6
*Ed. 310 Tests & Meas.-----	3
Ed. 319 Adol. Psychol.-----	3
Major	
Minor	
Elective	

SPRING QUARTER	Credit
*Ed. 340 Teaching-----	6
*Ed. 310 Tests & Meas.-----	3
Major	
Minor	
Elective	

FOURTH YEAR

FALL QUARTER	Credit
*Ed. 411 Hist. of Ed.-----	3
Ed. 412 Supv. & Adm.-----	3
*Ed. 440 Teaching-----	6
Phy. Ed. 401 Gym.-----	1
Major	
Minor	
Elective	

WINTER QUARTER	Credit
*Ed. 440 Teaching-----	6
Phy. Ed. 402 Gym.-----	1
Major	
Minor	
Elective	

SPRING QUARTER	Credit
*Ed. 411 Hist. of Ed.-----	3
*Ed. 440 Teaching-----	6
Phy. Ed. 403-----	1
Major	
Minor	
Elective	

*These courses are taken for one quarter only.

CURRICULUM V

FOUR-YEAR CURRICULUM PRIMARILY FOR THE TRAINING OF TEACHERS AND SUPERVISORS IN COMMERCIAL EDUCATION, LEADING TO THE BACHELOR OF SCIENCE DEGREE AND THE COLLEGIATE PROFESSIONAL CERTIFICATE—THE HIGHEST CERTIFICATE ISSUED BY THE VIRGINIA STATE BOARD OF EDUCATION

FIRST YEAR

FALL QUARTER		WINTER QUARTER		SPRING QUARTER	
	Credit		Credit		Credit
C. Ed. 111 Shorthand	3	C. Ed. 112 Shorthand	3	C. Ed. 113 Shorthand	3
C. Ed. 121 Typewriting	2	C. Ed. 122 Typewriting	2	C. Ed. 123 Typewriting	2
Eng. Fundamentals	3	Eng. Fundamentals	3	C. Ed. 103 Eng. of Com.	3
P. Ed. 101 Gym.	1	P. Ed. 102 Gym.	1	P. Ed. 103 Gym.	1
Sc. 111 General Science	4	Sc. 112 General Science	4	Sc. 113 Gen. Science	4
SSc. 151 U. S. History	3	SSc. 152 U. S. History	3	C. Ed. 101 Intro. to Bus.	3

SECOND YEAR

FALL QUARTER		WINTER QUARTER		SPRING QUARTER	
	Credit		Credit		Credit
C. Ed. 201 Accounting	3	C. Ed. 202 Accounting	3	C. Ed. 203 Accounting	3
C. Ed. 211 Shorthand	3	C. Ed. 212 Shorthand	3	C. Ed. 213 Shorthand	3
C. Ed. 221 Typewriting	2	C. Ed. 222 Typewriting	2	C. Ed. 223 Off. Prac. & Man.	3
C. Ed. 246 Com. Math.	3	C. Ed. 247 Com. Math.	3	C. Ed. 256 Indus. Geog.	3
Ed. 218 Ed. Psychology	3	Ed. 219 Ed. Psychology	3	C. Ed. 258 Salesmanship	3
P. Ed. 201 Gym.	1	P. Ed. 202 Gym.	1	P. Ed. 203 Gym.	1

THIRD YEAR

FALL QUARTER		WINTER QUARTER		SPRING QUARTER	
C. Ed. 301 Adv. Account.....	Credit 3	C. Ed. 302 Adv. Account.....	Credit 3	C. Ed. 303 Adv. Account.....	Credit 3
C. Ed. 326 Prin. of Retail.....	3	Eng. 262 Eng. Survey.....	3	Eng. 263 Am. Survey.....	3
Eng. 261 Eng. Survey.....	3	P. Ed. 302 Gym.....	1	P. Ed. 303 Gym.....	1
P. Ed. 301 Gym.....	1	SSc. 262 Hist. of Civil.....	3	SSc. 263 Hist. of Civil.....	3
SSc. 261 Hist. of Civil.....	3				

Add as schedule permits: Required courses in Education; minor subjects; electives.

FOURTH YEAR

FALL QUARTER		WINTER QUARTER		SPRING QUARTER	
C. Ed. 401 Bus. Organ.....	Credit 3	C. Ed. 403 Com. Law.....	Credit 3	C. Ed. 402 Money and Bank.....	Credit 3
C. Ed. 404 Meth. in Acct.....	2	C. Ed. 415 Methods in Shthnd. and Typ.....	2	C. Ed. 413 Sec. Procedure.....	2
C. Ed. 422 Sec. Sch. Com. Ed.....	3	C. Ed. 416 Junior Bus.....	3	P. Ed. 403 Gym.....	1
P. Ed. 401 Gym.....	1	P. Ed. 402 Gym.....	1		
SSc. 401 Economics.....	3	SSc. 402 Economics.....	3		

Add as schedule permits any other required courses in Education or Minor Subjects or Electives.

Note I.—Com. Ed. 331 Business Experience is not scheduled; see course description.

Note II.—Students not preparing to teach will consult the head of the department regarding changes in the course.

CURRICULUM VI

FOUR-YEAR CURRICULUM DESIGNED TO PREPARE TEACHERS, SUPERVISORS, AND SPECIALISTS IN THE FIELD
OF PHYSICAL AND HEALTH EDUCATION, LEADING TO THE BACHELOR OF SCIENCE DEGREE AND THE COL-
LEGIATE PROFESSIONAL CERTIFICATE—THE HIGHEST CERTIFICATE ISSUED BY THE VIRGINIA STATE
BOARD OF EDUCATION

FIRST YEAR

FALL QUARTER		WINTER QUARTER		SPRING QUARTER	
	Credit		Credit		Credit
Eng. Fundamentals	3	Eng. Fundamentals	3	Eng. Fundamentals	3
Phy. Ed. 121 Major Gym.	3	Phy. Ed. 122 Major Gym.	3	Phy. Ed. 123 Major Gym.	3
Phy. Ed. 151 Rhythm	2	Phy. Ed. 152 Rhythm	2	Phy. Ed. 153 Rhythm	2
Sc. 121 Biology	4	Sc. 122 Biology	4	Sc. 123 Biology	4
SSc. 151 U. S. Hist.	3	SSc. 152 U. S. Hist.	3	SSc. 113 Citizenship	3

[62]

SECOND YEAR

FALL QUARTER		WINTER QUARTER		SPRING QUARTER	
	Credit		Credit		Credit
Ed. 218 Ed. Psychol.	3	Ed. 219 Ed. Psychol.	3	Ed. 233 Prs. Sec. Ed.	3
Eng. 261 Eng. Survey	3	Eng. 262 Eng. Survey	3	Eng. 263 Am. Survey	3
Phy. Ed. 221 Major Gym.	3	Phy. Ed. 222 Major Gym.	3	Phy. Ed. 223 Major Gym.	3
Phy. Ed. 231 Prs. Phy. Ed.	3	Phy. Ed. 232 Gross Anat.	4	Phy. Ed. 233 Kinesiology	3
SSc. 261 Hist. of Civil.	3	SSc. 262 Hist. of Civ.	3	SSc. 263 Hist. of Civil.	3

THIRD YEAR

FALL QUARTER		WINTER QUARTER		SPRING QUARTER	
	Credit		Credit		Credit
Phy. Ed. 361 Teach.-Major	1-2	Phy. Ed. 362 Teach.-Major	1-2	Phy. Ed. 363 Teach.-Major	1-2
Phy. Ed. 311 Anthropol.	2	Phy. Ed. 332 Soc. Hyg.	2		
Phy. Ed. 331 Rec. Leadership	3	Phy. Ed. 312 Corr. & Mass.	3	Phy. Ed. 313 Phys. of Ex.	3
Phy. Ed. 321 Major Gym.	2	Phy. Ed. 322 Major Gym.	2	Phy. Ed. 323 Major Gym.	2

Note.—Add as schedule permits required courses in Education; minor subject; electives.

FOURTH YEAR

FALL QUARTER		WINTER QUARTER		SPRING QUARTER	
	Credit		Credit		Credit
Phy. Ed. 461 Teach.-Major	1-2	Phy. Ed. 462 Teach.-Major	1-2	Phy. Ed. 433 Camp Craft	2
Phy. Ed. 421 Major Gym.	2	Phy. Ed. 422 Major Gym.	2	Phy. Ed. 423 Major Gym.	2
Phy. Ed. 411 Theory of Coach.	1	Phy. Ed. 412 Theory of Coach.	1	Phy. Ed. 413 Theory of Coach.	1

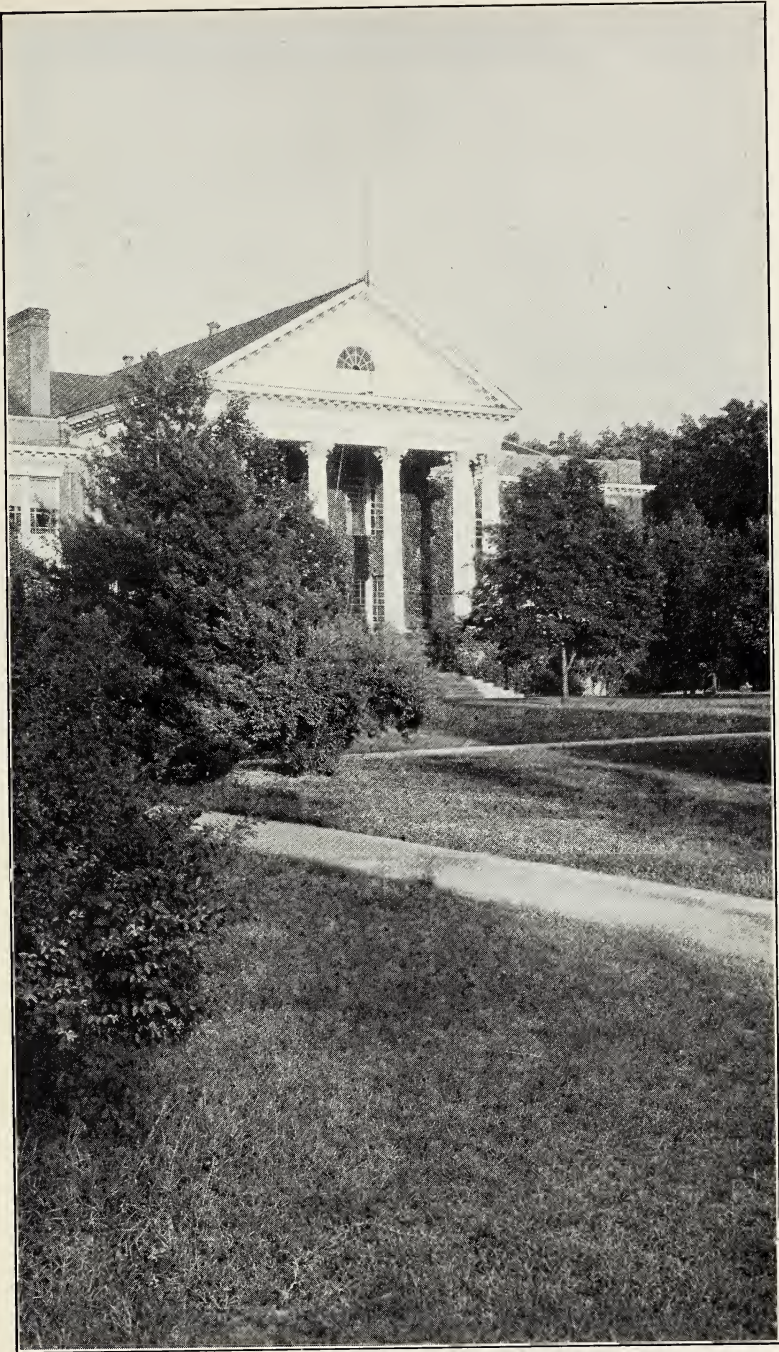
Note.—Add as schedule permits Education 440 Teaching; minor subject; electives.

CURRICULUM VII

FOUR-YEAR CURRICULUM DESIGNED TO PREPARE TEACHERS AND SUPERVISORS OF PUBLIC SCHOOL MUSIC,
INCLUDING PIANO. GRADUATES OF THIS CURRICULUM RECEIVE THE BACHELOR OF SCIENCE DEGREE
AND ARE ELIGIBLE FOR THE COLLEGIATE PROFESSIONAL CERTIFICATE—THE HIGHEST CERTIFICATE IS-
SUED BY THE VIRGINIA STATE BOARD OF EDUCATION

FIRST YEAR

FALL QUARTER		WINTER QUARTER		SPRING QUARTER	
	Credit		Credit		Credit
Eng. Fundamentals	3	Eng. Fundamentals	3	Eng. Fundamentals	3
Phy. Ed. 101 Gym.	1	Phy. Ed. 102 Gym.	1	Phy. Ed. 103 Gym.	1
Sc. 111 or 121	4	Sc. 112 or 122	4	Sc. 113 or 123	4
SSc. 151 U. S. Hist.	3	SSc. 152 U. S. Hist.	3	SSc. 113 Citizenship	3
Mus. 101 P. S. Music	1	Mus. 102 P. S. Music	1	Mus. 103 P. S. Music	1
Mus. 121 Rhythm	2	Mus. 122 Rhythm	2	Mus. 123 Rhythm	2
Mus. 131 Piano	1.5	Mus. 132 Piano	1.5	Mus. 133 Piano	1.5
or		or		or	
Mus. 141 Voice		Mus. 142 Voice		Mus. 143 Voice	
Glee Club	1	Glee Club	1	Glee Club	1
or		or		or	
Chorus	.5	Chorus	.5	Chorus	.5



SECTION OF QUADRANGLE



RUSTIC SCENE ON CAMPUS

SECOND YEAR

FALL QUARTER

	Credit
Ed. 218 Ed. Psychol.....	3
Eng. 261 Eng. Survey.....	3
P. Ed. 201 Gym.....	1
SSc. 261 Hist. of Civil.....	3
*Mus. 210 Music Apprec.....	1
*Mus. 211 P. S. Music.....	2
Mus. 231 Piano } or	1.5
Mus. 241 Voice } Mus. 251 S. S. & Dict.....	2
Glee Club.....	1
or	
Chorus.....	.5

WINTER QUARTER

	Credit
Ed. 219 Ed. Psychol.....	3
Eng. 262 Eng. Survey.....	3
P. Ed. 202 Gym.....	1
SSc. 262 Hist. of Civil.....	3
*Mus. 210 Music Apprec.....	1
*Mus. 211 P. S. Music.....	2
*Mus. 222 P. S. Music.....	3
Mus. 232 Piano } or	1.5
Mus. 242 Voice } Mus. 252 S. S. & Dict.....	2
Glee Club.....	1
or	
Chorus.....	.5

SPRING QUARTER

	Credit
Ed. 233 Princ. Sec. Ed.....	3
Eng. 263 Am. Survey.....	3
P. Ed. 203 Gym.....	1
SSc. 263 Hist. of Civil.....	3
*Mus. 210 Music Apprec.....	1
*Mus. 222 P. S. Music.....	3
Mus. 233 Piano } or	1.5
Mus. 243 Voice } Mus. 253 S. S. & Dict.....	2
Glee Club.....	1
or	
Chorus.....	.5

THIRD YEAR

FALL QUARTER

	Credit
*Ed. 340 Teaching.....	6
Ed. 318 Child Psychol.....	3
*H. Ed. 300 Hygiene.....	3
P. Ed. 301 Gym.....	1
Mus. 301 Hist. & Appr.....	3
Mus. 311 S. S. & Dict.....	3
Mus. 321 Piano } or	1.5
Mus. 331 Voice } Glee Club.....	1
or	
Chorus.....	.5

WINTER QUARTER

	Credit
*Ed. 340 Teaching.....	6
*Ed. 310 Tests & Meas.....	3
Ed. 319 Adol. Psychol.....	3
*H. Ed. 300 Hygiene.....	3
P. Ed. 302 Gym.....	1
Mus. 302 Hist. & Appr.....	3
Mus. 312 S. S. & Dict.....	3
Mus. 322 Piano } or	1.5
Mus. 332 Voice } Glee Club.....	1
or	
Chorus.....	.5

SPRING QUARTER

	Credit
*Ed. 340 Teaching.....	6
*Ed. 310 Tests & Meas.....	3
*H. Ed. 300 Hygiene.....	3
P. Ed. 303 Gym.....	1
Mus. 303 Hist. & Appr.....	3
Mus. 313 S. S. & Dict.....	3
Mus. 323 Piano } or	1.5
Mus. 333 Voice } Glee Club.....	1
or	
Chorus.....	.5

FOURTH YEAR

FALL QUARTER		WINTER QUARTER		SPRING QUARTER	
*Ed. 440 Teaching	Credit 6	*Ed. 440 Teaching	Credit 6	*Ed. 440 Teaching	Credit 6
P. Ed. 401 Gym.	1	P. Ed. 402 Gym.	1	P. Ed. 403 Gym.	1
Mus. 421 Theory	3	Mus. 422 Harmony	3	Mus. 423 Harmony	3
Mus. 401 Piano	1.5	Mus. 402 Piano	1.5	Mus. 403 Piano	1.5
Mus. 411 Voice	1	Mus. 412 Voice	1	Mus. 413 Voice	1
Glee Club	1	Glee Club	1	Glee Club	1
or		or		or	
Chorus	.5	Chorus	.5	Chorus	.5

Add other required courses in Education, minor subject or electives as schedule permits.

*These courses are taken during one quarter only.

CURRICULUM VIII

FOUR-YEAR CURRICULUM DESIGNED TO PREPARE TEACHERS OF HOME ECONOMICS IN THE UPPER ELEMENTARY GRADES AND HIGH SCHOOL AND SPECIALISTS IN THE SCIENCES AND ARTS OF HOME ECONOMICS. STUDENTS MAJORING IN THIS CURRICULUM ARE GRANTED THE BACHELOR OF SCIENCE DEGREE AND ARE ELIGIBLE FOR THE COLLEGIATE PROFESSIONAL CERTIFICATE—THE HIGHEST CERTIFICATE GRANTED BY THE VIRGINIA STATE BOARD OF EDUCATION

FIRST YEAR

FALL QUARTER		WINTER QUARTER		SPRING QUARTER	
	Credit		Credit		Credit
Art 101 General Art	2	Art 210 Appreciation	1	H. Ed. 100 Hygiene	3
Eng. Fundamentals	3	Music 210 Appreciation	1	Eng. Fundamentals	3
H. Ec. 101 Foods	3	Eng. Fundamentals	3	H. Ec. 103 Foods	3
H. Ec. 111 Clothing	3	H. Ec. 102 Foods	3	H. Ec. 113 Clothing	3
P. Ed. 101 Gym	1	H. Ec. 112 Clothing	3	P. Ed. 103 Gym	1
Sc. 121 Biology	4	P. Ed. 102 Gym	1	Sc. 123 Physiology	4
		Sc. 122 Biology	4		

SECOND YEAR

FALL QUARTER		WINTER QUARTER		SPRING QUARTER	
	Credit		Credit		Credit
Ed. 118 Ed. Psychology	3	Ed. 119 Ed. Psychology	3	H. Ec. 235 Methods	3
Eng. 261 Eng. Survey	3	Eng. 262 Eng. Survey	3	Eng. 263 Am. Survey	3
H. Ec. 201 Foods	3	H. Ec. 202 Foods	3	H. Ec. 223 Home Man.	3
P. Ed. 201 Gym	1	P. Ed. 202 Gym	1	P. Ed. 203 Gym	1
Sc. 211 Chemistry	4	Sc. 212 Chemistry	4	Sc. 213 Chemistry	4
SSc. 151 American Hist.	3	SSc. 152 American Hist.	3	SSc. 113 Citizenship	3

THIRD YEAR

FALL QUARTER		WINTER QUARTER		SPRING QUARTER	
	Credit		Credit		Credit
H. Ec. 346 Applied Design	3	H. Ec. 347 Home Decor.	3	H. Ec. 316 Cos. Design	2
H. Ec. 311 Clothing	3	H. Ec. 312 Clothing	3	H. Ec. 303 Menu Making	3
Sc. 301 Chemistry	4	Sc. 302 Chemistry	4		

Add as schedule permits: Ed. 340 Teaching; Ed. 310 Tests and Measurements; Ed. 318 Child Psychology or Ed. 319 Psy. of Adolescence; H. Ec. 300 Practice House or H. Ec. 310 Tea Room; other required subjects for minor; electives.

FOURTH YEAR

FALL QUARTER		WINTER QUARTER		SPRING QUARTER	
	Credit		Credit		Credit
H. Ec. 441 Nursing	3	H. Ec. 442 Nursing	3	Sc. 453 Household Engineering	4
H. Ec. 411 Adv. Clothing	3	SSc. 412 Sociology	3		
SSc. 411 Sociology	3				

Add as schedule permits: Ed. 410 Teaching; other required subjects in Education and Social Science; H. Ec. 400 or 410 Practice House or Tea Room; minor subjects; electives.

DEPARTMENTS OF INSTRUCTION AND COURSE OFFERINGS

Art

The purposes of the Art courses in the College are: To prepare teachers in the elementary grades to meet the Art problems of their daily work; to set up ideals and standards of excellence and develop judgment and good taste through the making of decisions and choices; to develop basic skills and attitudes; and to provide a cultural background for any student who wishes a well-rounded education and an introduction to the enjoyment of beauty in everyday surroundings and the Fine Arts.

Under the present plan of organization, Art may be selected as a minor by any student working for the B. S. degree.

Requirements for a minor: At least 18 quarter hours in Art.

Art 101. General Art. A beginner's course in which a study is made of the fundamental principles of drawing, design, and color and their application to simple problems in spacing and arrangement. Topics: Lettering; color study; adaptation of familiar and imaginative forms to given spaces and problems using line, light and dark color; elementary freehand perspective; elements of art appreciation through an understanding of the principles of rhythm, balance, proportion, dominance and subordination, and appropriateness of design to purpose. Two double periods a week for first quarter. Two credits. Fee, \$1.00.

Art 115. Art Education in the Elementary Grades. This course is designed to introduce the student to the field of modern art education as applied to grades one through six; its values; aims and scope; standards of attainment; tests; methods of teaching; handling of supplies and use of reference material. Opportunity will be given to acquire a reasonable amount of skill in drawing simple forms such as animals, birds, trees, human figures and other objects; cutting and drawing letters; making suitable decorations for schoolroom and school work; coloring; picture study; booklet making; constructing projects; acquiring familiarity with different mediums such as cardboard, clay, crayons, water colors, easel paints, cut paper, blackboard chalk. Groups of students may work out problems according to their special interest or classification as primary, grammar grade, and the like. Two double periods a week for second quarter. Two credits. Fee, \$1.00.

Art 210. Art Appreciation. A brief general course designed to enable students to recognize and enjoy "art quality," or beauty of line; form and color in objects of everyday use such as the exterior and interior of houses; furniture selection and arrangement; picture hanging; costuming; landscape designing; advertising; store arrangement and city planning; and to discuss briefly some practical questions in the field of art such as the value and importance of etchings and wood-blocks; how a bronze statue is made; mural paintings; some beautiful

and famous buildings of the world; how to appreciate line in paintings, etc. There is no drawing in this course but an effort is made to develop good taste in selection through making choices in regard to actual objects and pictures and through the making of a personal notebook of clippings and illustrations of the principles studied. Two single periods a week. Offered each quarter. One credit. Fee, \$0.75.

Art 211. Drawing and Design. A course in drawing and design including some work in the following topics: Color theory and experiments; decorative composition in charcoal and tempera paint in different value arrangements; figure sketching and use in design; lettering and poster-making; linoleum block printing. Prerequisite: Art 101 or equivalent. Two double periods a week. Offered first and second quarters. Two credits. Fee, \$1.50.

Art 222. Advanced Drawing and Design. Topics: Pictorial and decorative pen and ink rendering; pencil sketching; creative design problems; outdoor sketching; study of light and shade through the use of charcoal and still-life groups. Prerequisite: Art 211 or equivalent. Two double periods a week for third quarter. Two credits. Fee, \$1.50.

Art 301. Applied Design. The application of appropriate designs to textiles, wooden boxes, etc., by means of block printing, stenciling, batik, tie and dye, enamels, gesso. In addition to required problems there is a list of suggested problems from which selection may be made. Prerequisite: Art 101 or equivalent. Three double periods a week for first quarter. Three credits. Fee, \$3.00.

Art 312. Home Decoration. A general consideration of the principles of design and color as applied to the selection and arrangement of home furnishings with a brief study of historic styles and their appropriate adaptation for modern use. Three single periods a week for third quarter. Three credits. Fee, \$1.50.

Art 323. Costume Design. A study of the principles of design and color in relation to the selection of garments and their accessories. Two single periods a week for second quarter. Two credits. Fee, \$1.50.

Art 415. Art Education for Junior High Schools. A course planned to give the theory and practice of teaching art in the junior high school, including aims, place, relation to other subjects. Work is included in drawing, design and crafts, stage settings, poster and commercial art, art for school publications, sketching and making of courses of study in art. Prerequisite: Art 211 and Art 222. Suggested prerequisite: Art 301. Four double periods a week for third quarter. Four credits. Fee, \$3.00.

Art 423. Advanced Art Appreciation. An appreciative study of European and American painting; of Classical, Early Christian and Byzantine, Romanesque, Gothic, Renaissance, and Modern Architecture and Sculpture. Four single periods a week for second quarter. Four credits. Fee, \$1.50.

Commerce

The Department of Commerce is designed to meet the needs of three classes of students: (1) Those who are desirous of becoming teachers of commercial subjects; (2) those who wish to

obtain training which will enable them to secure and hold desirable commercial positions; and (3) those who wish to secure a full college business education without the necessity of taking the courses in education included in the curriculum for commercial teachers.

The four-year curriculum is intended for the student who wishes to prepare for the position of teacher or supervisor of commercial subjects. Students not desiring to teach may elect other subjects in lieu of practice teaching and professional subjects in the curriculum (see Curriculum V, page 60). Completion of this course entitles the student to the B. S. degree.

Some of the advantages offered by the Commercial curriculum are:

- (1) Preparation to teach in the least crowded and best paying field, or
- (2) Preparation for a choice position in industry and commerce, and
- (3) Broad cultural training.

Completion of the first two years of the commercial curriculum enables the student to secure a special certificate from the Virginia State Department of Education, entitling the holder to teach commercial subjects in high school.

ONE-YEAR SECRETARIAL COURSE

For students who cannot spend as much as two years in College a short business course, which may be completed in approximately one year, is provided. The purpose of this course is to train secretaries, stenographers, and other expert office workers. Here the emphasis is placed on skills very largely, such as type-writing, shorthand, bookkeeping, and accounting. This program consists of courses selected from the first and second years of Curriculum V (see page 60). This arrangement permits those who are able to remain in College for only a short time, to qualify for commercial positions within a minimum of time and at the least possible expense. Credits earned by such students may later be used in completing requirements for the B. S. degree in commercial education.

METHODS

The subject matter and methods employed in the teaching of commercial courses are modern in every respect, and are in keeping with the best practices in the field of commercial education. In general, the methods embrace lectures, discussions, laboratory work, field trips, and investigations.

ADVANCED STANDING

Work done in institutions of recognized standing on courses equivalent to those offered in this curriculum will be accepted for credit. Equivalent courses completed in other institutions may be offered to satisfy the requirements for prerequisites. Students who are thus released from technical subjects must earn a similar amount of credit in other subjects.

NON-CREDIT COURSES AND ACTIVITIES

Non-credit courses in penmanship are provided. A satisfactory degree of proficiency in penmanship is required for graduation.

Participation in the activities of the Kollege Kommercial Klub, while not compulsory, is very desirable.

PLACEMENT

The College offers its services free in placing students and graduates in the most desirable positions.

Commercial Education 101. Introduction to Business. The object of this course, as the title implies, is to provide an introduction to business. An attempt is made to lead the student into an appreciation of the organization of economic society. The functions of the economic groups which arise under the modern division of labor are studied. Following this the organization and operation of the various phases of business, including production, financing, and marketing, are considered. Three periods a week for third quarter. Three credits.

Commercial Education 103. English of Commerce. This course includes a study of the theory and practice of letter writing. The English of commerce is studied intensively. The style and desired content of commercial correspondence, including sales letters, letters of inquiry, response, application, adjustment, complaint, information, orders, follow-up systems, and collection, comprise the major portion of the work covered. Three periods a week for third quarter. Three credits.

Commercial Education 111. Shorthand. The Direct Method, as developed at Columbia and Chicago Universities, is used. The stu-

dent automatizes the writing and reading of about eight hundred of the thousand most commonly used words. Dictation of letter and paragraph material at a speed of eighty words a minute is a feature of this course. A reading speed from shorthand notes of one hundred and twenty-five words a minute is developed from the start of the course. Five periods a week for first quarter. Three credits.

Commercial Education 112. Shorthand. Phrasing is developed and words from the second and third thousand most commonly used words as listed by Horn and Ayres are taught to develop the principles of Gregg Shorthand. Dictation speed is increased to one hundred words a minute, and transcription of practiced material on the typewriter is introduced. Five periods a week for second quarter. Three credits.

Commercial Education 113. Shorthand. This course is a review of principles and practices learned in the two preceding quarters, through the automatization of the remainder of the second and third thousand commonest words. Transcription speed of at least twenty words a minute on new matter is expected, and speed of dictation remains at one hundred words on new matter. Five periods a week for third quarter. Three credits.

Commercial Education 121. Typewriting. The first quarter of the typewriting course is devoted to development of the proper technique and a thorough mastery of the keyboard. Students are taught the various parts of the typewriter and the care of the machine. During the first quarter accuracy is emphasized. Five periods a week for first quarter. Two credits. A fee of \$2.00 is charged for depreciation.

Commercial Education 122. Typewriting. The second quarter emphasizes speed. Tests and remedial drills form a part of the routine of the course. Such subjects as the form and content of a business letter, addressing envelopes, centering, tabulation, and elementary filing of carbon copies are developed in this course. Five periods a week for second quarter. Two credits. A fee of \$2.00 is charged for depreciation.

Commercial Education 123. Typewriting. During the third quarter, special stress is placed upon perfecting technique for speed and accuracy in typewriting. The student learns how to tabulate data, and becomes familiar with business and legal forms which may be required in an office. A speed of thirty-five words a minute will be considered a prerequisite for satisfactory completion of the course. Five periods a week for third quarter. Two credits. A fee of \$2.00 is charged for depreciation.

Commercial Education 201. Accounting. This course attempts to lay a foundation for the courses in accounting which follow by considering the function of accounting with relation to business transactions. The following topics are treated fully: Accounting as a science, ledger entries, purchases, sales, statements, the journal, trial balance, opening and closing books. Three periods a week for first quarter. Three credits.

Commercial Education 202. Accounting. This course consists of Accounting for a partnership. Among the subjects covered are the following: Partnerships, profits, subdividing the ledger, controlling accounts, sales, notes receivable, notes payable, temporary capital, closing the books. Three periods a week for second quarter. Three credits.

Commercial Education 203. Accounting. This course is directed to corporation accounting. Some of the subjects treated are: The corporation, classification of accounts, averaging accounts, assets, voucher records, expenses, incomes, profit and loss, statements, etc. Three periods a week for third quarter. Three credits.

Commercial Education 211. Shorthand. The aim of this course is to give training which will enable the student to take dictation from unfamiliar matter at a rate of eighty words a minute, and transcribe it accurately, with proper attention to arrangement, spelling, punctuation, etc. Review of principles and drill on word signs constitute another important phase of the work. Special attention is devoted to phrasing and to building up a shorthand vocabulary. The major part of the time is spent on the dictation of new material which is varied in form and subject matter. Daily transcripts are required. Five periods a week for first quarter. Three credits.

Commercial Education 212. Shorthand. In this course the objectives of the first quarter are continued with emphasis upon the development of a speed of one hundred words a minute in taking dictation. Laws of learning and methods of teaching are studied in relation to shorthand. Students are given practice in making lesson plans in shorthand and are afforded an opportunity to do some actual teaching in the subject. Five periods a week for second quarter. Three credits.

Commercial Education 213. Shorthand. The work of the first two quarters is continued. Special attention is given to the development of a speed of one hundred and twenty words a minute in dictation and transcribing at the rate of thirty-five or more words a minute. The work in methods of teaching shorthand is continued in this quarter. Five periods a week for third quarter. Three credits.

Commercial Education 221. Typewriting. Most of the time is devoted to the development of the speed of the student and the improvement of the general technique of typing. The student is trained to do quickly and well the more difficult forms of typing, such as advanced tabulating, legal work, business forms, etc. An essential part of the work consists of the daily transcription of shorthand notes. Students are given practice in the use of duplicating machines. Standard speed tests are given weekly. Five periods a week for first quarter. Two credits. A fee of \$2.00 a quarter is charged to take care of materials and depreciation of equipment.

Commercial Education 222. Typewriting. This course is a continuation of the principles and aims of the first quarter's work. Instruction in the methods of teaching typewriting, including the making of lesson plans, is an important part of the course. Five periods a week for second quarter. Two credits. A fee of \$2.00 a quarter is charged to take care of materials and depreciation of equipment.

Commercial Education 223. Office Practice and Management. The principles of organization as manifested in office problems form the basis of this course. Such questions as layout, equipment, administration, standardization of requirements, and control of different departments are given a place. The office as the administrative function of business is emphasized. Through the study of the primary routine or "flow of work" of typical businesses, the student attains practical experience in the various departmental activities carried on. The primary purpose of the course is to introduce the student to the work of an

office as a whole as related to other functions of the firm and as governing all the actual business details. It prepares the student for the actual office work required, as outlined in the foreword to this section. Three periods a week for third quarter. Three credits.

Commercial Education 246. Commercial Mathematics I. Part of the course consists of a review of the fundamentals of arithmetic. The latter part is devoted to the solution of problems which are likely to occur in actual business transactions. Speed and accuracy are stressed throughout the course. Three periods a week for first quarter. Three credits.

Commercial Education 247. Commercial Mathematics II. This course is intended to give the student skill in dealing with more difficult problems than are contemplated in Commercial Mathematics I. Problems involving compound interest, insurance, stocks, and bonds, inventories, annuities, averaging accounts, etc., are considered. Three periods a week for second quarter. Three credits.

Commercial Education 256. Industrial and Commercial Geography. In this course a study is made of the geographic factors which influence the production, distribution, and utilization of the most important products of the United States. Natural resources, climate, and the influence of natural trade routes are considered. The course is intensive, and use is made of a text, atlases, and reference works. Specific problems are offered to encourage initiative in understanding the effects of geographical conditions on economic activities and movements. Three periods a week for third quarter. Three credits.

Commercial Education 258. Salesmanship. The introductory portion of this course consists of a consideration of human wants, followed by an observation of the function of buying and selling in the satisfaction of those wants. The emphasis of the course is on applied psychology in selling situations. Two recitations a week, and one-half day each week in observation and actual selling in approved stores in the city. Three periods a week for third quarter. Three credits.

Commercial Education 301. Advanced Accounting. The first part of this course is a continuation of Commercial Education 203 in that consideration is given to the securities of the corporation. Problem work in partnership and corporation accounting constitutes the major portion of the course. Three periods a week for first quarter. Three credits.

Commercial Education 302. Advanced Accounting. Auditing and advanced problems involving the realization and liquidation of accounts, statement of affairs, depreciation, etc., comprise the course. Three periods a week for second quarter. Three credits.

Commercial Education 303. Advanced Accounting. Problems and advanced work embracing reserves, mergers, assets, etc., comprise the course. Three periods a week for third quarter. Three credits.

Commercial Education 326. Principles of Retailing. In this course an attempt is made to study the subject of retailing from the scientific angle. The following are among the topics considered: Scope of the subject; location; layout; equipment; organization; demand; invoices; stock control; sales promotion; service; collections; personnel; administration; legal aspects of merchandising, etc. Three periods a week for first quarter. Three credits.

Commercial Education 331. Business Experience. The completion of eight weeks' successful business experience is required. The work done must be full-time and performed under approved conditions. It may be done during the summer, although there are no restrictions as to the time of the year. The head of the department must be consulted before entering upon employment for credit. Eight weeks' full-time work in actual business after completion of sophomore year. Three credits.

Commercial Education 401. Business Organization. This course is a brief survey of modern methods of efficient organization, including the study of organization charts, methods of financing an enterprise, selecting a site, purchasing, selling and advertising, problems of management, wages, hours, sanitation, welfare, etc. Frequent class discussions are based upon required readings in current literature and periodicals. Three periods a week for first quarter. Three credits.

Commercial Education 402. Money and Banking. The approach to the subject is made through a study of money as a medium of exchange, after which consideration is given to banking and its processes. The emphasis of the course is on the functioning of present-day commercial banking. Some of the topics treated are: Banking functions, nature of commercial banking, collections, reserves, the Federal Reserve System, note issues, loans and discounts, deposits, agricultural credit, and the bank statement. Three periods a week for third quarter. Three credits.

Commercial Education 403. Commercial Law. This is largely an inductive study of the legal principles underlying the contractual relations of business dealings. The broad basis of law and its need in the social and economic scheme of things is followed by a study of the more technical principles involved in the laws concerning contracts, selling of goods, instruments of credit, bailment, agency, employer's liability, partnerships, corporations, ownership of real estate. Three periods a week for second quarter. Three credits.

Commercial Education 404. Methods in Accounting. Prerequisite: Two years of accounting. A brief examination of the journal and account methods of approach is made. The principles of the balance sheet method are mastered and applied to the text adopted by the State. Two periods a week for first quarter. Two credits.

Commercial Education 413. Secretarial Procedure. This course aims to give the equivalent of actual experience in the business office, and to familiarize the student with the details of office work. All the general principles relating to secretarial procedure as an outgrowth of the course in office management are included. Special attention is given to such matters as personnel in the office, individual responsibility, general attitude, confidential affairs, and the relation of secretarial work to other phases of office work. Qualifications and necessary training of the secretary receive proper emphasis. The main purpose of the course is to stress details of secretarial work and the necessary equipment of secretarial employees. Two periods a week for third quarter. Two credits.

Commercial Education 415. Methods in Shorthand and Typewriting. The philosophy of shorthand is briefly surveyed, as are the available materials for drill, or remedial instruction, under the various methods of approach. The student constructs original material for

pretesting, teaching of principles and testing. Standards are established for teaching procedure and results. Typewriting comprises a study of the aims of the course, the adaptation of those aims to the peculiar needs of the community, a survey of available texts, supplementary materials, procedures, equipment and standards of performance and knowledge. Two periods a week for second quarter. Two credits.

Commercial Education 416. Junior Business. Materials and methods: The aim of this course is to acquaint the student with the textbooks and materials available for the teaching of the introductory course of business in the high school. Methods of study and presentation of subject matter compose an important part of the course. Three periods a week for second quarter. Three credits.

Commercial Education 422. Secondary School Commercial Education. Some of the topics covered in this course are: Analysis of the secondary school commercial subjects with a view to establishing principles and an idea of content in the several subjects; standards of instruction and accomplishment; relation of the commercial course to the local community; and the place of commercial education in modern state-school systems. Three periods a week for first quarter. Three credits.

Education and Psychology

The aim of the Department of Education is to prepare students for the work of organizing and teaching in elementary and high school and for careers in other fields of education.

In addition to broad and accurate scholarship, teachers should be trained in the underlying principles of individual and social life and development, and should comprehend the meaning and aim of education. Furthermore, they should be acquainted with the best practices of the teaching profession and the theories and principles upon which such practices are founded. A knowledge of child nature, growth and development is absolutely essential for best results.

Not only are broad and accurate knowledge of principles and an acquaintance with the most approved methods in education necessary for the best equipment of the teacher, but also the ability to make practical application in teaching. An opportunity for obtaining this last requirement is found in actual teaching in the training schools under the direction of the College.

Requirements for a Minor in Elementary Education:

Education 118 and 119, Educational Psychology.....	6 hours
Education 165, Language, Reading, Spelling, Penmanship	5 hours
Education 200, Educational Sociology	5 hours

Education 210, Tests and Measurements.....	3 hours
Education 240, Supervised Teaching	10 hours
Education 250, Principles of Teaching—Elementary Grades	5 hours

Requirements for a Major in Elementary Education:

All courses required for a minor.....	34 hours
Education 318, Child Psychology or 319, Psychology of Adolescence	3 hours
Education 411, History of Education.....	3 hours
Education 412, Administration and Supervision of Schools	3 hours
Education 440, Supervised Teaching	6 hours

*Requirements in Education in Other Four-Year Courses
for Teachers:*

Education 218 and 219, Educational Psychology.....	6 hours
Education 233, Principles of Secondary Education.....	3 hours
Education 310, Tests and Measurements.....	3 hours
Education 340 and 440, Supervised Teaching	12 hours
Two of the following courses:	
Education 319, Psychology of Adolescence.....	} 6 hours
Education 411, History of Education.....	
Education 412, Administration and Supervision of Schools	

Education 118. Educational Psychology. The following topics are studied in this course: the physiology of the nervous system; heredity and environment; intelligence (definitions, native, growth, distribution, and testing); behaviorism; instincts; emotional behavior; association and memory; imagination; perception and apperception. Relations of classroom situations and educational objectives are emphasized. Three periods a week for first quarter. Three credits.

Education 119. Educational Psychology. This course is a continuation of the preceding term's work—Education 118—with especial emphasis on child psychology, laws of learning and the thinking process, fatigue, transfer of training, interest and effort, individual differences, the abnormal individual, and personality. Procedures in directing individual pupils in the classroom and on the playground are discussed and evaluated. Three periods a week for second quarter. Three credits.

Education 165. Language, Reading, Spelling, Penmanship—Elementary Grades. These are five objectives to be attained in this course:
1. To determine skills, habits, and attitudes to be developed in oral and silent reading, oral and written English, spelling, and penmanship, and to relate these subjects to the rest of the curriculum.

2. To become acquainted with the best methods and technique of present day practice for the development of proper skills, attitudes, etc. Lesson planning is emphasized in this connection.

3. To become acquainted with appropriate materials—basal and supplementary readers, illustrative and seat work materials, room equipment.

4. To make actual application.

5. To secure facts about diagnosis and remedial measures. Special attention is given to the handling of individual difficulties.

Directed observation in the training school constitutes a definite part of the course. Five periods a week for third quarter. Five credits.

Education 200. Educational Sociology. This course deals with the study of sociology from the standpoint of education as well as a study of education in its sociological aspects. It aims to prepare the student for active participation and leadership in the community, through special study of the community, urban and rural, and an understanding of the relation which exists between the size and kind of the community and the consequent social problems. Modern social problems such as the breakdown of the home, increasing crime, immigration and Americanization, and the resulting educational problems are subjects for detailed study by individual students. Attention is also given to the evolution and classifications of the primary, intermediate, and secondary groups. Current theories as to the betterment of education and society are considered. Five periods a week for first quarter. Repeated for second and third quarters. Five credits.

Education 210. Tests and Measurements. This course deals with the scientific aspects of teaching. A study of procedure in measuring, classifying, and grading students in the elementary school is made. Much practice is given in scoring tests, determining the measures of central tendency, of variability, and in finding correlations. The results of actual testing programs are presented graphically. The construction of non-standardized objective tests suitable for the grades, is also studied. The course is designed for the elementary classroom teacher, as well as the supervisor or administrative official. Five periods a week. Offered each quarter. Three credits.

Education 218-219. Educational Psychology. Same as Education 118 and 119 except that the course is intended for students preparing for teaching in high school. Relations to the high school situations are therefore stressed. First and second quarters. Three periods a week. Three credits each quarter.

Education 233. Principles of Secondary Education. This course aims to give an intensive study of current practices and tendencies in the field of secondary education. Some topics that receive consideration are: History of the high school movement; types of organization of secondary education with especial emphasis on the junior high school; relation of high school to elementary school and college; the high school pupil; the high school teacher. A rather extensive study of the high school curriculum is undertaken, with the idea in mind of inter-relating the subject-matter so as better to realize the objectives of secondary education as they are incorporated in the generally accepted "Seven Cardinal Principles." Three periods a week for third quarter. Three credits.

Education 240. Supervised Teaching. This course is required of every candidate for a diploma in Curricula I and II. Its purpose is to give to the student-teacher the ability to put into practice methods and principles; efficiency in the method of presenting subject matter; ability to control children; and skill and confidence to meet situations which arise in school work. Each student teaches the subjects of one or more grades and is required to observe the teaching of the subjects in the other grades of the school. Educational tests are given during the teaching term, thus assuring acquaintance of students with tests, and giving them a scientific basis for grading their students. Six to ten credits for first, second, or third quarter.

Education 250. Principles of Teaching—Elementary Grades. Primary and intermediate grade methods are given contemporaneously with student teaching so as to enable the student to apply them immediately to classroom situations. Conferences, both group and individual, deal with concrete problems arising in the teaching experience. Classroom work develops the following topics in order: lesson planning; class routine and hygiene; class discipline and morale; the skills of spelling and penmanship; lesson motivation; lesson assignment; systems of handling problems arising from individual differences; lesson units; directing study; factors in teaching children how to study; various lesson types and the technique of handling such; socialization; standardized and objective tests for checking pupils' work. The keeping of records and reports is part of the work. Required readings in technical books and magazines. Daily for first quarter. Repeated second and third quarters. Three to five credits.

Education 310. Tests and Measurements in the High School. Same in general content as course 210, except that this course is planned to meet the needs of the high school teacher. A study of standard tests, prognostic, diagnostic and survey, adapted to the high school subjects will be made. Procedure in construction of objective tests will be carefully studied. Five periods a week for second quarter. Three credits.

Education 318. Child Psychology. The purpose of this course is to present the principles of psychology so that they can be used by teachers who are dealing with young children. The behavior of the child in the primary grades, and his ability to take the education which is offered at that time are based largely on the experiences which he has received, and on the attitudes and capacities which he has developed because of these experiences. Much attention is paid to the principles of habit formation and to the study of individual differences. The problems of mental and physical hygiene, problems in moral training, problems in discipline, and the development of personality of the young child are carefully considered. Prerequisites: Education 118 and 119 or 218 and 219. Three periods a week for first quarter. Three credits.

Education 319. Psychology of Adolescence. This course is designed to meet the needs of those who will teach boys and girls of the pre-adolescent and adolescent ages. Some of the topics treated are: the physiological, instructive and emotional development of children through these ages; the effect of glands on personality, skills, capacities and attitudes; conflicts and social adjustments; mental and emotional hygiene; problems in directing Boy Scouts, Girl Scouts, Camp Fire Girls, Junior Red Cross, religious and other organizations are discussed. Prerequisite: Education 218 and 219. Three periods a week for second quarter. Three credits.

Education 340. Supervised Teaching. Students in Curricula III, IV, V, VI, VII and VIII, who have not previously done student teaching, teach in the third year courses in which they are majoring or minoring. This work is done under conditions similar to those under which graduates will likely teach after completing their course. Weekly conferences constitute part of the teaching credit. Offered each quarter. Six credits.

Education 411. History of Education in the United States. This course is designed to give the student briefly some appreciation of the movements that have led to the development of free public education in the United States. The European movements are drawn upon only in so far as they are necessary for the understanding of their results in America. The growth of schools is followed from the earliest ones founded in Virginia, New York, and Massachusetts, to the present with the successive changes in form, content, methods, aims and function. Secularization, systematization, industrialization, and professionalization of the various types of schools will be followed that some appreciation of our present institution may result. Three periods a week for third quarter. Three credits.

Education 412. Supervision and Administration of Schools. Some problems considered are: Objectives of education, of the schools, and of the recitation and in these objectives the function of the teacher, the supervisor, the principal and the superintendent; the technique of supervision; traits, qualifications, and training of the supervisor, principal and superintendent; federal, state and local control of education; units of school control and controlling bodies; selection, tenure and training of teachers; finance; statistics and research. The course should enable the classroom teachers to understand the problems of their superiors in position and seek to prepare them to hold supervisory or administrative positions. Three periods a week for first quarter. Three credits.

Education 415. Educational and Vocational Guidance. This course undertakes to acquaint students who will teach in the junior and senior high school with the materials, methods, and procedures used to awaken, discover and adapt pupils to the types of work best suited to their powers. Such topics as: Occupational information and analysis, self-analysis, training and testing programs, broadening and finding courses, opportunities, school and placement will form the basis for the course. Three periods a week for second quarter. Offered in alternate years. Three credits.

Education 416. Extra-Curricular Activities. A study of the principles and philosophy underlying an extra-curricular program; its administration; adolescence; social, moral and citizenship values; different forms of such activities, as home room, assembly, subject matter clubs, publications, musical, social, athletic, etc. Fraternities, sororities, honor societies, Boy Scouts, Camp Fire girls and similar organizations are also discussed. Offered in alternate years. Three periods a week for second quarter. Three credits.

Education 440. Supervised Teaching. In the senior year students do six additional hours teaching in the subjects in which they are majoring or minoring. This work is done under conditions similar to those under which graduates will likely teach after completing the course. Weekly conferences constitute part of the teaching credit. Offered each quarter. Six credits.

English

The teaching of English is a four-fold process; namely, to enable students to speak, write, read, and teach the English language correctly and effectively. There is no subject in the curriculum which is more fundamental than English, because every department of instruction is affected by it and finds its work strengthened or weakened as the work in English is strong or weak since English is the medium through which every department of the College must do its work.

Through courses in Oral English, students are enabled to develop mastery of the English language for use in life situations; to make habitual the use of clear and flexible sentence structure; to acquire a serviceable vocabulary; to master the elements of interest; and to organize material for the purpose of effectively reaching an audience.

The courses in written English are designed to help students gain a mastery over the essentials of effective written discourse sufficient to enable them to master sentence structure, grammatical forms, paragraphing, punctuation, and the logical and systematic organization of written matter, so that situations in life which require the use of written English may be met effectively. Attention is given to the building of a serviceable vocabulary in all the courses carrying written work as well as in the courses in literature and Oral English.

The courses in literature are designed to enable students to read with enjoyment and appreciation the writings of both past and contemporary authors, and to comprehend the meaning, and to catch the inspiration of the masterpieces of all ages. In all courses in literature special attention is given to interpretation and to the social, moral, religious, political, educational, and literary movements depicted in the literature studied.

In the English Department attention is given to the correct presentation of subject matter. Various methods of imparting instruction are used in daily practice for the purpose of giving students an insight into the different recognized ways of teaching the subject.

Courses required in Curricula I and II:

English 115 and 116, Fundamentals, written.....	6 hours
English 117, Fundamentals, oral	3 hours

English 110, Children's Literature.....	3 hours
English 210, Children's Literature.....	3 hours
English 220, Oral Reading	3 hours

Courses required in all 4-year curricula:

English 115, 116, 117, Fundamentals, written and oral..	9 hours
English 261 and 262, Survey of English Literature.....	6 hours
English 263, Survey of American Literature.....	3 hours

*Courses required for a minor in English:

English 115, 116, 117, 261, 262, 263.....	18 hours
English 245, Short Story	3 hours
English 318, Romantic Poetry	3 hours
English 352, Shakespeare's Tragedies	3 hours
English 407, The Novel	3 hours

Courses required for a major in English:

All courses required for a minor.....	33 hours
English 321, Technique of Literary Interpretation.....	3 hours
English 354, History of the English Language.....	3 hours
English 405, World Literature	3 hours
English 408, The Novel	3 hours
English 417, Advanced Oral English	3 hours

English 110. Children's Literature. A thorough study is made of various types of children's literature, through the specimens given in Curry and Clippinger's *Children's Literature*. Standards for judging the types are set up, and taste and judgment in selection and use are cultivated. A special effort is made to secure appreciation of poetry, and each student makes a collection which is submitted in the form of an illustrated book. Reading in the library is encouraged. Offered each quarter. Three periods a week. Three credits.

English 115 and 116. Fundamentals (Written). The course is a study of effective writing. The types of English composition are studied and explained, and practice is given in the writing of the various forms. A thorough review of the essentials of sentence structure, punctuation, and paragraphing is given, and these essentials fixed by usage. Much practice is given in theme writing. To make the course as practical as possible, there are many oral and written reports through which each student is helped to discover his weaknesses. On the basis of the student's actual errors, there is repeated exercise in discovering the reason for the weakness, in substituting correct forms,

*Some substitutions will be permitted for those who have completed Curriculum I or II.

and in discussing the teaching problems involved. Three periods a week for two quarters. Three credits each quarter.

English 117. Fundamentals (Oral). This course applies the principles of good sentence structure, organization, and presentation to the kind of situations that arise in life demanding the use of language. Students are taught the appropriate forms of introductions, the conduct of interviews, the making of short talks for various occasions, etc. They take part in discussions, increase their vocabulary, drill for distinctness, good poise and posture and self-possession in facing an audience, make standards for judging their work, and apply them in criticism of one another. Offered each quarter. Three periods a week. Three credits.

English 210. Children's Literature. For teachers of primary and grammar grades. Building upon the foundation laid in the first quarter of Children's Literature (English 110), this course gives a wider and more thorough knowledge of books suitable for children in the elementary school to read. A careful study of a number of the outstanding classics of various types, and of books on children's reading for teachers is required, with wide reading from a large selection in the library. Illustrations for children's books, the history of children's literature, and the principles underlying its use in school are studied. Offered the first and second quarters. Three periods a week. Three credits.

English 220. Oral Reading. This course is designed to train the student in accurate and appreciative reading, both oral and silent, and through a study of the science of speech to free the voice from any constriction and to remedy any speech defect. Three periods a week for first quarter. Repeated for second and third quarters. Three credits.

English 231. Contemporary Literature. This course aims to give a knowledge and an appreciation of the best literature of the late nineteenth and twentieth centuries in America, England, and to a limited extent in Europe. This course is a survey of poetry and drama. Three periods a week for first quarter. Repeated for second quarter. Three credits.

English 245. The Short Story. This course is designed to give the student a rich background for the enjoyment of one of the most widely-read types of contemporary literature. The first half gives a survey of the origin and development of the short story, with major emphasis upon those American authors from Irving to O. Henry who have been influential in making the short story a distinct literary form. The second half provides for extensive reading and intensive study of the contemporary short story. An attempt is made to deepen the student's insight into the wide variety of human experiences and forms of expression which authors today are finding suitable for short fiction. The student is led to build for herself worthy standards of appreciation and judgment. Three periods a week. First quarter, repeated the third quarter. Three credits.

English 261. Survey of English Literature. Prerequisites: English 115-116-117. A thorough study is made of the history of English literature from its beginning to the Age of Johnson. Along with this, a study is made of selections of the representative writers from Beowulf to the Age of Johnson, noting the historical, social, educational,

and religious movements of the various periods of literature studied. Themes, reports, notes, and library readings are required. Three periods a week for first quarter. Three credits.

English 262. Survey of English Literature. Prerequisites: English 115-116-117, and 261. This course carries the survey on from the Age of Johnson to the present time. A careful study is made of the history of English literature extending over this period. Historical, social, educational, and religious tendencies reflected in the literature read, are noted and accounted for. Themes, reports, notes, and library readings are required. Three periods a week for second quarter. Three credits.

English 263. Survey of American Literature. Prerequisites: English 115-116-117, 261 and 262. A careful study is made of the great periods and movements in the development of American literature. Representative selections of the writers of American literature are read. A study is also made of the technique of the poetry and of the subject matter of the literature studied as a revelation and an interpretation of American life and ideals. In the study of American literature careful distinction is made between the New England and the Southern groups of writers in order to reach a better understanding of the intellectual and social tendencies of the two sections. Three periods a week for third quarter. Three credits.

English 270. Play Production. This course is designed primarily for those students majoring in English or history who are interested in directing a dramatic club in the high school as an extra-curricular activity. It deals with the organization and program for a dramatic club; selection of plays; costuming; setting; make-up; study of one-act plays. Each person is given some practical experience in acting and in directing rehearsals. Three periods a week. Offered each quarter. Three credits.

English 280. Library Training. This course aims to give systematic instruction in the use of the library as well as a knowledge of the organization of high school libraries. A study is made of the library and its arrangement; the book; the card catalog; the dictionary; encyclopedias; reference books; magazines and magazine indexes; buying and owning books; compiling bibliographies; note-taking and enough cataloging and classification to enable students to assume charge of school libraries. The study aims to develop a keener appreciation of the place of libraries in education. Much of this course is given to laboratory work. Three periods a week for first quarter. Repeated for second and third quarters. Three credits.

English 318. English Romantic Poetry. Prerequisite: Nine hours of literature. In this course special attention is given to the poetry of Wordsworth, Shelley, Keats, Byron, Coleridge. In addition to the classroom assignments, term papers, notes, reports, and library assignments are required. Three periods a week for first quarter. Three credits.

English 319. Victorian Poetry. This course provides intensive study of the major Victorian poets: Tennyson, Browning, Mrs. Browning, Arnold, Swinburne, Morris, and the Rossettis. Religious, social, and political changes disturbing the thought of nineteenth century England are studied from the standpoint of their influence upon the poetry of the period in general, and from the standpoint of the individual poet's

interpretation of them. Prerequisite: Nine hours of literature. Three periods a week for second quarter. Three credits.

English 321. Reading. This course is designed to meet the needs of those people who are preparing to teach English in high schools. It aims to give the student some knowledge of current opinion relative to voice and diction and some practical experience in reading aloud the material which he will use in teaching English. Three periods a week. First quarter. Three credits.

English 331. Contemporary Literature. Same as English 231 but intended for juniors and seniors. Additional and more difficult work is required. Three periods a week. First quarter. Three credits.

English 345. The Short Story. Same as English 245 but intended for juniors and seniors. Additional and more difficult work is required. Three periods a week. Third quarter. Three credits.

English 352. Shakespeare's Comedies. This course aims to acquaint the student with eight or ten of the best comedies of Shakespeare; it also aims to give the student a comprehensive idea of the social background of Elizabethan England and of the history and development of the drama up to the time of Shakespeare. The comedies are read rapidly with the chief emphasis upon an understanding and appreciation of the story and the characters, but with some attention to structural details. Three periods a week for third quarter. Three credits.

English 353. Shakespeare's Tragedies. Prerequisites: English 115-116-117, 261-262. This course offers an intensive study of six or more of Shakespeare's best tragedies. In the study attention is given to the source material and to the stage history of the plays. Reports, notes, themes, and library assignments are required. Three periods a week for second quarter. Three credits.

English 354. The History of the English Language. This course lays a foundation for a scientific viewpoint in the teaching of the English language. It presents in brief summary the results of scientific study of language, showing the development of forms and language usages. It shows language as a developing means of communication, made by the race, and constantly in the making. Such topics are discussed as the place of grammar in the teaching of English, the proper use of dictionaries, the inculcation of good usage, and scientific studies of social needs for language. Prerequisite: Eighteen hours of English. Three periods a week. Third quarter. Three credits.

English 355 or 356. Biblical Literature. Prerequisites: English 115-116-117, 261-262. In this course the Bible comes into its rightful recognition as the masterpiece of literature affording its limitless studies in types of literature that measure up to the most exacting requirements of any criterion, whether it be those of the short story or poetry, essay or oratory, drama or lyric. In turn, contributions to literature by acknowledged authors who have drawn on the Bible for both data and inspiration, are studied by way of either comparison or contrast. This course makes an intensive study of some of the important books of the Old Testament one year and of the New Testament the next year, consequently students can take and get credit for two terms work in this course provided they do not cover the same material. Three periods a week during third quarter. Three credits.

English 401. Twentieth Century Biography and Essay. This course aims to arouse an interest in the important men and women of

today and their biographers. It also aims to acquaint the student with the chief characteristics of biography, autobiography, the literary essay and the magazine article as popular forms of contemporary literature. Prerequisite: Nine hours of literature. Offered second quarter. Three periods a week. Three credits.

English 405. Readings in World Literature. Prerequisites: English 115-116-117, 261-262. In this course a study is made of world masterpieces. Each student is required to read and make notes on six world masterpieces as his special problem. The assignments and class work deal with outstanding literary movements in the various countries and ages that produced these masterpieces. Reports, notes, and library assignments are required. Three hours a week during second quarter. Three credits.

English 407. The Novel in England. This course takes the novel in England from its beginnings in the eighteenth century down to the present. It includes a number of the outstanding novels throughout the period. A foundation for appreciation is laid in lectures and in discussions of the meaning of the novel, its function and its development. Readings in the library provide a background of history, biography, and criticism. Stress is laid upon the novel as a product of its social times, and upon its value as an interpretation of life. Prerequisite: Nine hours of literature. Three hours a week for first quarter. Three credits.

English 408. The Novel in America. This course treats the novel in America from the same viewpoint as the English novel is treated in 407, but here less stress is placed upon the earlier novels and more upon the later ones. Special attention is given to those novels which may be regarded as an interpretation of significant developments in American life. Three hours a week for second quarter. Three credits.

English 415. Advanced Composition. Prerequisites: English 115-116-117, 261-262-263. Principles and methods of effective writing are applied. This course seeks to develop concise and fluent diction, clarity and accuracy in expression and an individual and vigorous style. Three hours a week for first quarter. Three credits.

English 417. Advanced Oral English. In this and the following course, the student is led to see language as a means of communication, and to use it effectively in life situations. He studies parliamentary usage, conduct of business meetings and discussions, and the making of such talks as a teacher will be called upon to contribute to her community as a leader. Special attention is given to the building up of vocabulary, and to concreteness as an element of interest. Three hours a week for second quarter. Three credits.

English 418. Advanced Oral English. A continuation of English 417, with such topics as conversation, interviews, discussions, and longer talks. Three hours a week for third quarter. Three credits.

Foreign Languages

As a prerequisite to the study of any foreign language, at least two high school units in the language selected are required.

This requirement enables the department to build on this general background and to place the emphasis on acquiring facility in reading and writing in the language without the necessity of spending a great deal of time on vocabulary and elementary phases of the work.

FRENCH

The aim of the French course is to impart an intimate knowledge of a living language closely related to actual life. The student has constant training in reading and speaking French and is given courses preparatory to teaching French in high schools. No credit is allowed for less than one full year of French.

For a major in French: Recommended, four years; required, at least 33 credit hours.

For a minor in French: Recommended, three years; required, at least 24 credit hours.

Language 101-102-103. French. A study of practical French phonetics, grammar, written and oral composition, with readings from the works of Daudet, Merimee, Dumas, and other French writers. Prerequisite: Two years of high school French. Three periods a week for the session. Three credits each quarter.

Language 201-202-203. French. Problems of teaching French, with special attention to the direct method, to the teaching of pronunciation, phonetics, and grammar; a study of the State curriculum for French in the high schools, examination of text books, etc. This is also a continuation course in advanced readings in French literature. Prerequisite: French 101-102-103. Three periods a week for the session. Three credits each quarter.

Language 301-302-303. French. A resume of French history and a survey of French literature by centuries, with illustrative readings from the most representative writers of each period. Prerequisite: French 201-202-203. Three periods a week for the session. Three credits each quarter.

Language 401-402-403. French. This course includes an intensive study of Classicism, with emphasis on the theatres of Molière, Corneille, and Racine; the Romantic Movement, stressing the works of Victor Hugo; and Contemporary Literature as represented in the novel, the drama, and poetry. Three periods a week for the session. Three credits each quarter.

Language 405-406-407. French. A course in advanced composition, conversation and phonetics, designed for those students who wish credit above the required number of hours. Open to Juniors and Seniors upon recommendation of the major professor. Three periods a week for the session. Three credits each quarter.

LATIN

In the Latin courses, stress is laid upon the relationship of Latin and English, their idioms are constantly contrasted and compared, and the student is made to feel the vital influence of Latin upon the English language. In all courses in Latin thoroughness is insisted upon, and the practical value for the teacher is emphasized. No credit is allowed for less than one full year of Latin.

For a major in Latin: Recommended, four years; required, at least 33 credit hours.

For a minor in Latin: Recommended, three years; required, at least 24 hours.

Language 111-112-113. Latin. The first quarter's work includes an exhaustive study of the mythology, geography and history of Rome; selections from Livy, Tacitus and other historians will be read. This will be followed by Cicero's *De Senectute* and *De Amicitia*. The third quarter will be given over to Roman epic poetry as typified in Virgil's *Aeneid*, study of the hexameter, Roman religion and reading from Books VI-XII of the *Aeneid*. Prerequisite: Two years of high school Latin. Three periods a week for the session. Three credits each quarter.

Language 211-212-213. Principles of Teaching Latin. The major emphasis in this course is on the fundamental principles underlying the teaching of Latin in the high school. It includes an intensive study of modern methods, special methods for each year, the acquisition of a vocabulary, English derivatives, the Latin curriculum of the State, examination of text books, reference books, maps, pictures, etc., for classroom use. Content is stressed as well as method and readings selected from various Roman writers. The study of the life and literature of the Romans, included in this course, furnishes a desirable background for the prospective teacher of Latin. Prerequisite: Latin 111-112-113. Three periods a week for the session. Three credits each quarter.

Language 311-312-313. Latin. An advanced course in which attention is given to Roman lyric poetry, with selections from the *Odes* of Horace; Roman comedy, with selection from the plays of Plautus and Terence and Roman tragedy, with excerpts from Seneca's writings. Parallel readings in Latin and English are required. Prerequisite: Latin 211-212-213. Three periods a week for the session. Three credits each quarter.

Language 411-412-413. Latin. This course includes readings from the elegaic poets; Roman life through the letters of Horace and Pliny; a study of Latin through the Middle Ages. Prerequisite: Latin 211-212-213. Three periods a week for the session. Three credits each quarter.

Language 415-416-417. Latin. A course in classical art and archaeology and the topography and monuments of ancient Rome. The course is designed for those students who wish credit above the re-

quired number of hours. Open to juniors and seniors upon recommendation of the major professor. Three periods a week for the session. Three credits each quarter.

Home Economics

The main emphasis in the Department of Home Economics is on foods and nutrition. The courses are designed to meet the demands for trained tea room managers, dietitians of hotels, hospitals, colleges, schools, and other institutions, and for teachers of dietetics and home economics. Today the demands are for people trained in the field of foods and nutrition rather than in the traditional home economics courses.

Laboratories for foods, clothing, and household engineering are provided in a new building modern in every respect. The Tea Room with its kitchen is connected with the foods laboratory. The Practice House provides opportunity for actual housekeeping experience. Each student majoring or minoring in Home Economics lives here for one quarter under supervision and is responsible for the various phases of homemaking under model conditions.

Visits are made to nearby museums, factories, tea rooms and other places of special interest. The cities usually visited are Richmond, Washington and Baltimore. A part of the expense of these trips is met from the sale of products made for the Tea Room.

Foods

These courses are directly connected with the work of the Tea Room so that definite training is given in the planning, preparation, and purchasing of food for the family or the Tea Room. Emphasis is placed on serving foods in an attractive manner as well as on other important phases such as selection and preparation of foods.

Trips each quarter give the student a broader conception of the manufacture, marketing, and preparation of foods. Meals are taken at the better hotels and tea rooms so that certain standards of preparation and service may be noted.

Students are required to wear white uniforms. For those who do not already have uniforms, it is preferred that they be made or bought at the College.

CLOTHING

These courses are planned to help students develop personality by achieving individuality in selection of lines and colors most appropriate for different types and occasions. The study of textiles is used as a basis for appropriate and economical selection of materials or ready-made apparel as well as household articles. Trips to museums, manufacturing plants, and department stores afford further study in the various fields.

Requirements for a major:

The full course is required.

Requirements for a minor:

The following four courses are constants:

Home Economics 101-102-103, Foods and Cookery....	9 hours
Home Economics 111-112-113, Textiles and Clothing..	9 hours
Home Economics 300 or 400, Practice House.....	3 hours
Home Economics 441, Home Nursing.....	3 hours

To these courses must be added:

(a) For those not expecting to teach:

Minimum: Home Management, Foods and	
Cookery or Clothing	6 hours
{ Home Management	3 hours
Advised: { Foods and Cookery and Cloth-	
{ ing	9 hours

(b) For those expecting to teach:

Home Economics Methods	3 hours
Teaching	6 hours
Home Management }	
Foods and Cookery }	6 hours
Clothing }	

Home Economics 101-102-103. Foods and Cookery. A foundation course emphasizing the underlying principles of food preparation; elements of nutrition and food costs; development of technique; the acquiring of efficient habits of work, and a knowledge of the proper use of equipment. One single and two double periods a week for the session. Three credits each quarter. Fee, \$1.50 each quarter.

Home Economics 111-112-113. Textiles and Clothing. This course includes a thorough textile study in the first quarter; the history and progress of spinning and weaving, the various textile fibers, their manu-

facture, cost and adaptability in garment making; and a study of the sewing machine, its construction, care and the use of attachments. In the second quarter, a study of fundamental stitches and commercial patterns with practice in hand and machine sewing in the making of undergarments and simple dresses. In the third quarter a study and construction of infants' and children's clothing. One single and two double periods a week for the session. Three credits each quarter. Fee, \$1.00 each quarter.

Home Economics 201. Foods and Cookery. A review and elaboration of the principles studied in the freshman year. One single and two double periods a week for first quarter. Three credits. Fee, \$1.50.

Home Economics 202. Foods and Nutrition. A more definite study of foods from the standpoint of nutrition. The work is based on the nutritive requirement of individuals and groups, together with a study of the more thoroughly established principles of nutrition and the newer findings of investigators. One single and two double periods a week for second quarter. Three credits. Fee, \$2.00.

Home Economics 223. Home Management. This course includes a study of the ideals of homemaking, selection, planning, and care of the home and its equipment, modern appliances and conveniences, budgets, economy of time and energy, household efficiency and service. Three periods a week for third quarter. Three credits.

Home Economics 235. Methods. Some purposes of the course are: to review the principles of psychology most applicable to the teaching of Home Economics; to survey and evaluate present methods; and to discuss the characteristics and development of the teacher as an efficient personality. Consideration is also given to courses of study for elementary and secondary schools. Three single periods a week for third quarter. Three credits.

Home Economics 300 or 400. Practice House. A cottage has been provided on the campus in which groups of students will live with the supervisor. Their work will be under constant observation and by working in all capacities they should be fitted for the problems of the home and for the instruction of others in home problems. Offered each quarter. Three credits. Fee, \$3.00.

Home Economics 303. Menu Making and Marketing. Further application of the work done in nutrition to the actual planning and preparation of meals. Emphasis on buying and marketing including actual budgeting and buying of supplies. Trips to local and city markets. One single and two double periods a week for third quarter. Three credits. Fee, \$2.00.

Home Economics 310 or 410. Tea Room Practice. Practice in tea room management including actual planning, preparation, and serving of foods. Catering for special occasions. Selection and care of furnishings and equipment. Management of financial and business details. Offered each quarter. Equivalent of one single and two double periods a week. Three credits. Fee, \$2.00.

Home Economics 311. Clothing. Making of more difficult problems using linen, silk and wool; emphasizing choice of material and selection of pattern suitable for the wearer and occasion. Practice in accurate measurements, adjusting commercial patterns, economical

cutting and fitting. One single and two double periods a week for first quarter. Three credits. Fee, \$1.00.

Home Economics 312. Clothing: Renovation and Millinery. Study of and practice in general processes used in cleaning, renovating and pressing materials of the various fibers. General rules for selection of hats, methods of construction, materials used and types with uses of each. One single and two double periods a week for second quarter. Three credits. Fee, \$1.00.

Home Economics 316. Costume Design. Same as Art 323. Two periods a week for second quarter. Two credits. Fee, \$1.50.

Home Economics 346. Applied Design. Same as Art 301. Three double periods a week for first quarter. Three credits. Fee, \$3.00.

Home Economics 347. Home Decoration. Same as Art 312. Three periods a week for third quarter. Three credits. Fee, \$1.50.

Home Economics 402. Experimental Cooking. A resume of some of the recent experimental work in foods. A more detailed study of various types of cooking apparatus, and of the reaction of ingredients in basic recipes. Special problems for individual students. Elective for junior and senior Home Economic majors. Five periods a week for second quarter. Three credits. Fee, \$2.00.

Home Economics 411. Clothing: Advanced Dressmaking. More elaborate problems or projects applying principles of costume design. Designing of dresses suitable for specific individuals and occasions; perfection in design as well as speed and accuracy in making are stressed. One single and two double periods a week for first quarter. Three credits. Fee, \$1.00.

Home Economics 441-442. Home Nursing and Child Care. Some of the topics included are: Care of the sick room and patient, symptoms, feeding, first aid and home treatments. A part of the work is given by the college nurse. A study of the physical care of the infant and children in various stages of development and the forces and experiences which influence their conduct. Part of the work is given by the college nurse. Three periods a week for first and second quarters. Three credits each quarter.

Home Economics 454. Family Relations. This course includes a consideration of some of the psychological, sociological, and economic forces shaping individual and group relationships. Lectures are given by persons specially qualified in these fields. Open to all juniors and seniors. Required for Home Economics majors. Three periods a week for third quarter. Three credits.

Mathematics

Mathematics rightly occupies an important place in the college curriculum and especially is this true of a teachers college, when it is realized that we live in a quantitative world and that it is even difficult for one to think except in terms of numbers and number relations.

For this and other reasons, the courses in mathematics are planned to give accurate knowledge of mathematical facts; to strengthen weak points in the students' mathematical training, and to bring out the most effective means of presentation. Effort is made to vitalize the subject matter by connecting the work with the demands of real life.

Required for a Major in Mathematics:

First Year:	Mathematics 125-126-127	9	quarter hours
Second Year:	Mathematics 225-226-227	9	quarter hours
Third Year:	Mathematics 311-312-313	9	quarter hours
Fourth Year:	Mathematics 411-412	6	quarter hours

Required for a Minor in Mathematics:

First Year:	Mathematics 125-126-127	9	quarter hours
Second Year:	Mathematics 225-226-227	9	quarter hours
Third Year:	Mathematics 311-312-313	9	quarter hours

Mathematics 110. Arithmetic for Elementary Grades. This subject treats of professionalized subject matter in arithmetic for elementary teachers with modern methods of presentation. The course will include a brief survey of the fundamental operations with integers, business decimals and fractions with approved methods of checking; percentage and its applications; the work of modern banks; savings banks; and school savings; methods of investing money, including stocks and bonds; modern insurance and annuities; taxes; the metric system; standardized tests, etc. Students will be required to observe and report on observations in the training school. The state course of study and library assignments are a part of the course. Three periods a week. Offered each quarter. Three credits.

Mathematics 125-126-127. General Mathematics. These courses are designed to serve the needs of students preparing to teach junior high school mathematics. The intention is to give "as broad an outlook over the various fields of mathematics as is consistent with sound scholarship." Students who wish the work of the junior high school should elect 125-126 and 127, otherwise they should select those courses chiefly needed.

Mathematics 125 deals principally with arithmetic. This course treats of professionalized subject matter with modern methods of presentation and will present such units as—The arithmetic of the home; the arithmetic of business; rapid and accurate computation; the use and care of money; the investing of money; protection of property and provision for dependents; community arithmetic; graphs of certain mathematical relationships, etc. Three periods a week for the first quarter. Three credits.

Mathematics 126 deals principally with algebra and numerical trigonometry. The course in algebra is built around six central ob-

jectives; the language and ideas of algebra; the formula; the equation; the graph; the fundamental principles and processes; and problem solving. The course in numerical trigonometry is a part of elementary algebra and forms one of its most interesting applications; offers an opportunity for understanding what is meant by indirect measure and does not require demonstrative geometry as a basis. Three periods a week for the second quarter. Three credits.

Mathematics 127 deals principally with geometry. This course embraces such topics as the introduction to demonstrative geometry, application of geometry to everyday life, nature and types of geometric reasoning, general methods of attack, methods of presentation, etc. Discussions are based on observations and work in the training school. Three periods a week for third quarter. Three credits.

Mathematics 225-226-227. Prerequisites for these courses, Mathematics 125-126 and 127 or their equivalent.

Mathematics 225. College Algebra. This course is both a brief review of high school algebra from the teacher's standpoint and work in advance of that usually given in a high school course. Approved methods of presentation accompany the work. Three periods a week for first quarter. Three credits.

Mathematics 226. Solid Geometry. This course treats of the usual theorems and exercises of solid and spherical geometry. Three periods a week for second quarter. Three credits.

Mathematics 227. Trigonometry. This course is accompanied by practical application to field work. Three periods a week for third quarter. Three credits.

Mathematics 311-312-313. Prerequisites for these courses, Mathematics 225-226 and 227 or their equivalent.

Mathematics 311. Freshman Mathematics. This course is a general view of the meaning of mathematics that follows the rudiments of algebra and geometry and is designed to serve the needs of students preparing to teach junior high school mathematics. Three periods a week for first quarter. Three credits.

Mathematics 312. Analytic Geometry—Part I. Prerequisites: Elementary algebra and the elements of trigonometry. This course covers the straight line, the circle, the parabola and the ellipse. Three periods a week for second quarter. Three credits. No credit unless followed by Mathematics 313.

Mathematics 313. Analytic Geometry—Part II. Prerequisite: Analytic Geometry—Part I. Three periods a week for third quarter. Three credits.

Mathematics 411. Calculus—Part I. Prerequisite: Analytic Geometry. Three periods a week for first quarter. Three credits. No credit unless followed by Mathematics 412.

Mathematics 412. Calculus—Part II. Prerequisite: Calculus—Part I. Three periods a week for second quarter. Three credits.

Mathematics 413. Elective in Mathematics. This course is offered upon demand, and will be adapted to needs. Three periods a week for third quarter. Three credits.

Music

The department offers two courses:

(a) A course which provides comprehensive training to meet the needs of the grade teacher.

(b) A course leading to the Degree of B. S. in Education with major in public school music, to meet the needs of the special teacher or supervisor of music.

Prerequisites for the course leading to the B. S. Degree are:

1. An acceptable singing voice.
2. Ability to sing a familiar hymn without accompaniment.
3. Ability to play simple hymns and the major scale in any key.

Music may be elected as a minor in any of the courses leading to the B. S. Degree in Education and is especially recommended for students in Curricula III, IV, VI, and VIII.

Subjects required for a major in Music:

First Year:	Music 101-102-103	3	quarter hours
	Music 121-122-123	4	quarter hours
Second Year:	Music 211-222	5	quarter hours
	Music 251-252-253	6	quarter hours
Third Year:	Music 301-302-303	9	quarter hours
	Music 311-312-313	9	quarter hours
Fourth Year:	Music 421-422-423	9	quarter hours

Subjects required for a minor in Music with Curricula I, II, III, and IV:

First Year:	Music 101-102-103	3	quarter hours
	Music 121-122-123	4	quarter hours
	Music 131-132-133	4.5	quarter hours
Second Year:	Music 211-222	5	quarter hours
	Music 251-252-253	6	quarter hours
Third Year:	Music 301-302-303	6	quarter hours

Subjects required for a minor in Music with other Curricula:

First Year:	Music 121-122-123	4	quarter hours
	Music 131-132-133	4.5	quarter hours



GIANT OAK ON CAMPUS

Second Year :	Music 231-232-233	4.5	quarter hours
	Music 251-252-253		6 quarter hours
Third Year :	Music 301-302-303		6 quarter hours
	Music 241-242-243	4.5	quarter hours

For grouping of music courses, see Curriculum VII, electives.

Credit in Piano and Voice is dependent upon the ability of the student to meet the qualitative standards set up by the department.

The music department takes pleasure in calling attention to the fact that in Washington and in Richmond, each only about fifty miles from Fredericksburg, can be heard operas and concerts by the finest artists and companies. It is always possible to arrange for students to attend these major attractions and often possible to arrange for reduced rates in prices of admission as well as in transportation costs.

Music 101-102-103. Teachers' Graded Course. This course is intended for beginners. In order to complete the work the student must be able to sing at sight, individually, suitable music for the first five grades.

Music 101. Public School Music. This course comprises the work of the first three years in the grades. Two periods a week for first quarter. One credit.

Music 102. Public School Music. This course is a continuation of Music 101, and covers the work of the fourth and fifth grades. Two periods a week for second quarter. One credit.

Music 103. Public School Music. This course is a continuation of Music 102, and covers the work of the sixth grade. Two periods a week for third quarter. One credit.

Music 121-122-123. Rhythm. Same as Physical Education 151-152-153. Two periods a week for first and second quarters. Four periods a week for third quarter. One credit the first quarter; one credit the second quarter; two credits the third quarter.

Music 131-132-133. Piano and Theory. The scope of the work for the first year is as follows: The first eighteen theory lessons of the progressive series, major scales, ear training, technical exercises and studies and compositions, one of which is to be memorized during the year. One period of class work and one half-hour individual lesson a week for the session. 1.5 credits each quarter. An extra charge of \$23.00 a quarter is made for this course, distributed as follows: Piano tuition, \$18.00; studio fee, \$2.00; piano practice fee, \$3.00.

Music 141-142-143. Voice Training. This course provides individual voice training and class-wise instruction in same. Correct posture, breathing, tone production, and diction are studied. Participation in recitals is necessary for credit, and every student of voice is expected to be a member of the Chorus or Glee Club. One period

of class work and one-half-hour individual lesson a week, plus one half-hour daily practice. One and one-half credits each quarter. An extra charge of \$15.00 each quarter is made for this course plus \$3.00 for use of piano.

Music 210. Introduction to Music Appreciation. This course consists of listening lessons. The teaching of music appreciation in the grades is studied. The aim of this course is to give the student a knowledge of the principal bases of musical enjoyment. Two periods a week. Offered each quarter. One credit. Fee, 50 cents.

Music 211. Public School Music. This course is a continuation of Public School Music 101-102-103, and takes up partially the work of the seventh grade, in which is included a thorough study of the changing voice during adolescence. Two periods a week for first quarter; repeated second quarter. Two credits.

Music 222. Public School Music. A continuation of Public School Music 211-212, in which the work of the seventh grade is completed. Three periods a week for second quarter. Repeated for third quarter. Three credits.

Music 231-232-233. Piano and Theory. The second-year requirements in piano are as follows: the second eighteen theory lessons, major and minor scales, ear training continued, technical exercises and studies and compositions, two of which must be memorized during the year. One period of class work and one half-hour individual lesson a week for the session. 1.5 credits each quarter. An extra charge of \$23.00 a quarter is made for this course, distributed as follows: Piano tuition, \$18.00; studio fee, \$2.00; piano practice fee, \$3.00.

Music 241-242-243. Voice Training. Same as Voice Training 141-142-143 except of a more advanced character. One period of class work and one half-hour individual lesson a week, plus one half-hour daily practice. One and one-half credits each quarter. An extra charge of \$15.00 each quarter is made for this course plus \$3.00 for use of piano.

Music 251-252-253. Sight-Singing and Dictation. The aim of this course is to make the student proficient in reading at sight, either with the Latin syllables or with the text, the music in the standard texts used in the public schools; and through dictation, involving the study of tone and rhythm, to enable the student to recognize, visualize, sing, and write melodic phrases in all keys. The necessity of ear-training through sight-singing and dictation is recognized as vital to successful work in music. Two periods a week for the session. Two credits each quarter.

Music 301-302-303. History and Appreciation of Music. This course is open to all students and is not intended for music majors only. It includes cultural as well as professional study. All types of musical literature and instruments are studied; memory tests are given; courses of study for elementary grades and high school are worked out and exemplified. Three periods a week for the session. Three credits each quarter. Fee, 50 cents. (May be taken by non-music majors on a two credits per quarter basis.)

Music 311-312-313. Sight-Singing and Dictation. A continuation of the sight-singing and dictation course offered in the second year. Completion of the course requires the ability to sing all intervals in major and minor keys, all chromatic tones, and to understand every

kind of meter and rhythm used in standard texts. Through dictation the musical memory is developed and the ability to write an entire phrase after one hearing is gained. Three periods a week for the session. Three credits each quarter.

Music 321-322-323. Piano and Theory. The third-year requirements are the third eighteen theory lessons, all major, minor and chromatic scales, ear-training, sight-reading, memorizing, studies and compositions. Two periods a week for the session. 1.5 credits each quarter. An extra charge of \$23.00 a quarter is made for this course, distributed as follows: Piano tuition, \$18.00; studio fee, \$2.00; piano practice fee, \$3.00.

Music 331-332-333. Voice Training. A continuation of voice training offered in the second year. One period of class work and one half-hour individual lesson a week, plus one half-hour daily practice. One and one-half credits each quarter. An extra charge of \$15.00 each quarter is made for this course plus \$3.00 for use of piano.

Music 401-402-403. Piano and Theory. The fourth-year requirements include the fourth group of theory lessons, all major, minor and chromatic scales, arpeggios, ear-training, sight-reading, transposition, polyphony, and compositions in larger form. The memory work includes one sonata. The work in theory includes notation, history, harmony, and form and analysis. The application of the theory to the practical work is accomplished through ear-training, sight-reading, transposition, memorizing, and interpretation. Two periods a week for the session. 1.5 credits each quarter. An extra charge of \$23.00 a quarter is made for this course, distributed as follows: Piano tuition, \$18.00; studio fee, \$2.00; piano practice fee, \$3.00.

Music 411-412-413. Voice Training. A continuation of voice training offered in the third year. One period of class work and one half-hour individual lesson a week, plus one half-hour daily practice. One and one-half credits each quarter. An extra charge of \$15.00 each quarter is made for this course plus \$3.00 for use of piano.

Music 421. Theory. Construction of major, minor and chromatic scales, tetrachords, key signatures, technical names of scale tone, intervals, analysis and location of triads, musical form, acoustics, etc. Material (or text): Gherkins, Notation and Terminology of Music. Three periods a week for first quarter. Three credits.

Music 422-423. Harmony. This course covers the study of chord relationship, application of correct principles in voice progression and harmonization of melodies, modulation, seventh chords, analysis, and original work. Three periods a week for second and third quarters. Three credits each quarter.

GLEE CLUB

The members of the Glee Club are selected by the director. Membership will be limited to thirty-two. Two periods a week for the session. One credit each quarter. Fee fifty cents a quarter.

CHORUS

The members of the Chorus are selected by the director. Membership is unlimited. One period a week for the session. One-half credit each quarter. Fee twenty-five cents a quarter.

Physical and Health Education

The purposes of this department are: (1) To give opportunity to exercise and to acquire such habits as are necessary for the conservation of health by intelligent attention to the laws of health and hygiene; (2) to correct insofar as possible, faults of posture and physical defects; (3) to acquaint prospective teachers with enough theory of physical education and playground management to enable them to teach the subject; (4) to acquaint prospective teachers with the physical, mental, and emotional characteristics of children of various play ages, and to emphasize the importance of choosing physical education activities which will meet the needs of the growing child from the first elementary grade through high school, thus bringing him material which is of fundamental interest to him.

All students taking swimming pay a fee of 50 cents a quarter.

Requirements for a major:

Physical Education 121-122-123, Major Gym-----	9 quarter hours
Physical Education 221-222-223, Major Gym-----	9 quarter hours
Physical Education 321-322-323, Major Gym-----	6 quarter hours
Physical Education 421-422-423, Major Gym-----	6 quarter hours
Physical Education 151-152-153, Rhythm -----	6 quarter hours
Physical Education 231, Principles of Physical Education -----	3 quarter hours
Physical Education 232, Anatomy -----	4 quarter hours
Physical Education 233, Kinesiology -----	3 quarter hours
Physical Education 311, Anthropometry and First Aid or -----	
Physical Education 313, Physiology of Exercise-----	3 quarter hours
Physical Education 312, Theory of Correctives and Massage -----	3 quarter hours
Physical Education 331, Recreational Leadership or -----	
Physical Education 433, Camp Craft -----	2 quarter hours
Physical Education 332, Social Hygiene -----	3 quarter hours
Physical Education 411-412-413, Theory of Coaching-----	3 quarter hours
Student Teaching -----	6 quarter hours

Requirements for a minor:

Major Gym—two years -----	18 quarter hours
Physical Education 231, Principles of Physical Education -----	3 quarter hours

Physical Education 313, Physiology of Exercise-----	3 quarter hours
Physical Education 331, Recreational Leadership-----	3 quarter hours
Physical Education 332, Social Hygiene -----	3 quarter hours
Student Teaching -----	6 quarter hours

Notes:

1. *Swimming for Majors.* The aim of the major course in swimming is to perfect form and endurance in swimming and diving to such a point that each major is able to pass the Red Cross Life-Saving Test. The course is adapted throughout to the individual needs of the student and graded achievement tests are used as measures of attainment. Practice in teaching form in swimming, diving, and life-saving is included in the course for advanced students.

2. All Physical Education major and minor students are expected to participate in inter-class competition in all sports and to act as organizers of extra-curricular groups for supper and breakfast hikes, horseback riding, etc.

3. The Physical Education major costume is to be ordered after reaching school.

4. All practical courses of freshman and sophomore years are prerequisite to student teaching.

5. One hour of swimming a week is required of every college student no matter what physical education course she is taking unless she passes the swimming exemption test. This test can be taken at any time during the school year and will exempt the student from the required swimming hour thereafter, but passing the test is not retro-active for work in past quarters.

6. Students who through physical incapacity, such as sinus trouble, cannot enter the pool for instruction or to pass off the test are required to substitute one hour of modified gym in place of the swimming hour. A doctor's certificate is necessary for such an excuse from swimming.

FRESHMAN PHYSICAL EDUCATION

Required for freshmen in Curricula I and II:

Fall Quarter—One hour of swimming, one hour of sports, and one hour of games. (See Phys. Ed. 104, 105, 109 and 110.)

Winter Quarter—One hour each of swimming, folk dancing, and singing games.

Spring Quarter—One hour of swimming, one hour of track, and one hour of sports as offered.

Required of all other freshmen with exception of Physical Education majors:

Fall Quarter—One hour of swimming, one hour of sports, and one hour of games.

Winter Quarter—One hour of swimming, and two hours of either folk dancing, singing games, or mass games.

Spring Quarter—One hour of swimming, one hour of track, and one hour of sports as offered.

Required for freshmen Physical Education majors:

Fall Quarter—Four hours of sports, two hours of games, two hours of swimming, and one hour of class team practice. (See Phys. Ed. 121.)

Winter Quarter—Two hours of clog and interpretative dancing, two hours of volley ball and basket ball, two hours of swimming, two hours of folk dancing, and one hour of class team practice. (See Phys. Ed. 122.)

Spring Quarter—Two hours of track, two hours of sports as offered, two hours May Day work, two hours of swimming, and one hour of class team practice. (See Phys. Ed. 123.)

SOPHOMORE PHYSICAL EDUCATION

Required for sophomores in Curricula I and II:

Fall Quarter—One hour of swimming and two hours of mass games, or two hours of sports. (See Phys. Ed. 204, 205, 209, and 210.)

Winter Quarter—One hour of swimming, and two hours of either folk dancing, singing games, or mass games.

Spring Quarter—One hour of swimming, one hour of track, and one hour of sports as offered.

Required of all other sophomores with exception of Physical Education majors:

Fall Quarter—One hour of swimming and two hours of either mass games, sports as offered, intermediate swimming or advanced swimming.

Winter Quarter—One hour of swimming and two hours of either folk dancing, singing games, mass games, beginners' clogging, basket ball and volley ball, or intermediate or advanced swimming.

Spring Quarter—One hour of swimming and two hours of either track and sports as offered, May Day work, advanced clogging, or two hours of intermediate or advanced swimming.

Required for sophomore Physical Education majors:

Fall Quarter—Two hours of games, four hours of sports as offered, two hours of swimming, and one hour of class team practice.

Winter Quarter—Two hours of singing games, two hours of intermediate or advanced swimming, two hours of interpretative dancing, two hours of formal work and tumbling or formal work and clogging, and one hour of class team practice.

Spring Quarter—Two hours of track, two hours of sports as offered, two hours of May Day work, two hours of swimming, and one hour of class team practice.

JUNIOR AND SENIOR PHYSICAL EDUCATION

Required of all juniors and seniors with exception of Physical Education majors:

Fall Quarter—One hour of swimming and one hour of games and sports as offered, or two hours of mass games, or two hours of mixed sports (See Phys. Ed. 341 and 441), or two hours of tennis.

Winter Quarter—One hour of swimming and choice of any practical work offered, with exception of major Physical Education work.

Spring Quarter—One hour of swimming and two hours of tennis, or choice of any of the practical work offered, with exception of major Physical Education work.

Required for junior and senior Physical Education majors:

Fall Quarter—One hour of swimming, one hour of tennis, two hours of sports as offered, two hours of teaching, assistant coaching, and hike assistants.

Winter Quarter—One hour of swimming, two hours formal work and tumbling or formal work and clogging, two hours of teaching, assistant coaching and as hike assistants, and one hour of class team practice.

Spring Quarter—One hour of swimming, one hour of minor sports and track, two hours of May Day work, one hour of class team practice, one hour of teaching, assistant coaching or hike assistant.

Health Education 100. Hygiene. A study is made of the principles of hygiene, sanitation, and corrective and preventive methods in posture work. The physical, mental and emotional characteristics of children of various ages are studied. The symptoms and methods of prevention of the most common schoolroom diseases, latest and most useful methods in first aid, and practice, and theory of the physical examination are given. Required of all students except physical education majors. Three periods a week for first quarter. Repeated each quarter. Three credits.

Physical Education 104-204-304-404. Hockey and Playground Games. One hour of hockey a week; one hour of elementary games of schoolroom and playground type particularly suitable to primary grades. Swimming one hour a week. Formal gymnastics. Three periods a week for first quarter. One credit.

Physical Education 105-205-305-405. Soccer and Playground Games. One hour of soccer a week; one hour of elementary games of schoolroom and playground type particularly suitable to primary grades. Swimming one hour a week. Formal gymnastics. Three periods a week for first quarter. One credit.

Physical Education 106-206. Singing Games. Prerequisite: Music 101 or 121 or Physical Education 151. Singing games and elementary folk dancing suitable for primary grades, and practice in teaching primary games and folk dancing. Swimming one hour a week. Rhythm problems are studied in each group and an attempt is made to have individuals overcome rhythm difficulties. Three periods a week for second quarter. One credit.

Physical Education 107-207. Mass Games. Games of low organization such as end ball, dodge ball, volley ball, kick ball, etc., suitable for grammar grades, and student teaching of these games. Swimming one hour a week; games as above two hours a week. Three periods a week for first quarter. Repeated second quarter. One credit.

Physical Education 108-208. Folk Dancing. Folk dances suitable for grammar and high school grades and practice in teaching folk dances. Swimming one hour a week; folk dancing two hours a week. Three periods a week for second quarter. One credit.

Physical Education 109-209-309-409. Field Ball and Playground Games. One hour of field ball a week; one hour of elementary games of schoolroom and playground type particularly suitable to primary grades. Swimming one hour a week. Formal gymnastics. Three periods a week for first quarter. One credit.

Physical Education 110-210-310-410. Speedball and Playground Games. One hour of speedball a week; one hour of elementary games of schoolroom and playground type particularly suitable to primary grades. Swimming one hour a week. Formal gymnastics. Three periods a week for first quarter. One credit.

Physical Education 115. Beginning Swimming. Open to sophomores, juniors, and seniors. The aim of this course is to make the individual at ease in the water. Floats, elementary strokes, and dives are taught. Three periods a week for first quarter. Repeated each quarter. One credit.

Physical Education 116-216. Volley Ball and Basketball. Playing rules and technique of volley ball and basketball are used. Swimming one hour a week. Sports as above two hours a week. Three periods a week for second quarter. One credit.

Physical Education 117-217-317-417. Track and Baseball. Track and field activities based on playground badge test and emphasis on skills and progressions adapted to school use. Baseball and elementary skills. Opportunity is afforded for interclass competition in baseball, track, and field. Swimming one hour a week. Track and baseball one hour each a week. Three periods a week for third quarter. One credit.

Physical Education 121. Freshman Major Gym. Two hours of swimming according to individual skill; choice of two groups as offered under Phys. Ed. 104, 105, 109 and 110; two hours sports with sophomore, junior, and senior Physical Education majors and minors; one hour class team practice in major fall sport. Prerequisite for student teaching. Nine periods a week for first quarter. Three credits.

Physical Education 122. Freshman Major Gym. Two hours swimming according to individual skill; Physical Education 108; Physical Education 116; two hours clogging and interpretative dancing; one hour class team practice in major winter sport. Prerequisite for student teaching. Nine periods a week for second quarter. Three credits.

Physical Education 123. Freshman Major Gym. Two hours swimming according to individual skill; Physical Education 117; two hours of special advanced track and baseball; two hours interpretative dancing; one hour class team practice in major spring sport. Prerequisite for student teaching. Nine periods a week for third quarter. Three credits.

Physical Education 151-152-153. Principles of Elementary Rhythm. Required of all freshmen majors and minors in Physical Education. Fundamental rhythm training based on motor response of the large skeletal muscles is given with simple folk, clog, and interpretative dancing as a medium of work in the rhythmic problems. Individual rhythmic problems are corrected. The Music Department cooperates in giving methods in presentation of singing games. This is done with the view of safeguarding children's voices during the singing games period and to show the Physical Education teacher how best to present the song material needed in her work. Material is carefully selected to meet the needs of the child. The course is limited to Music and Physical Education majors and minors. Class work in piano, harmonica, and ukulele. Two credits each quarter.

Physical Education 215. Intermediate Swimming. Open to sophomores, juniors, and seniors who have passed swimming exemption test. Perfection of form, development of skill, speed and endurance are the aims of the course. The American Crawl, side stroke, back stroke, and standing dive receive greatest emphasis. Stunts and opportunity for participation in interclass swimming meets. Two periods a week for first quarter. Repeated each quarter. One credit.

Physical Education 218. Beginning Clogging. Open to sophomores, juniors, and seniors. This class offers an interesting study of rhythm through clog dance technique. A careful study is begun in simple clog dances, and progress is made to more difficult dances as the class is able. Opportunity is given for original work in clogging. Swimming one hour a week. Clogging two hours a week. Three periods a week for second quarter. One credit.

Physical Education 219. Advanced Clogging. Open to sophomores, juniors, and seniors. Continuation of Physical Education 218. Development of individual technique through character dances and advanced clogs. Opportunity is given for participation in demonstration programs. Swimming one hour a week; clogging two hours a week. Three hours a week for third quarter. One credit.

Physical Education 221. Sophomore Major Gym. Two hours of swimming according to individual skill; Physical Education 107; Physical Education 241; two hours sports with freshman, junior, and senior Physical Education majors and minors. One hour class practice in major fall sport. Prerequisite for student teaching. Nine periods a week for first quarter. Three credits.

Physical Education 222. Sophomore Major Gym. Two hours of swimming according to skill; Physical Education 206; Physical Education 318; two hours formal gymnastics, tumbling, etc., with junior and senior Physical Education majors and minors; one hour class team practice in major winter sport. Prerequisite for student teaching. Nine periods a week for second quarter. Three credits.

Physical Education 223. Sophomore Major Gym. Two hours of swimming according to individual skill. Physical Education 217; Physical Education 319; two hours advanced track and baseball with freshman majors; one hour class team practice in major spring sport. Prerequisite for student teaching. Nine periods a week for third quarter. Three credits.

Physical Education 225-325. May Day. This course is primarily designed for dancing on the May Day program. Elementary inter-

pretative techniques and rhythm studies develop grace and skill. Swimming one hour a week; dancing two hours a week. Three periods a week for third quarter. One credit.

Physical Education 231. Principles of Physical Education. Open to sophomores, juniors and seniors. Required of all majors and minors in Physical Education. This or Recreational Leadership is prerequisite to the credit course in Student Teaching of Physical Education. The course deals with the history, aims, objectives, principles and methods of Physical Education and practical work in lesson planning, teaching, and supervising is included. The training school affords a wonderful opportunity for practice and observation of Physical Education for elementary, grammar and high school grades. A thorough study of materials, apparatus and equipment is made. Three periods a week for the first quarter. Three credits.

Physical Education 232. Gross Anatomy. Prerequisite: Biology. Required of all majors and minors in Physical Education. A thorough study is made of bones and muscles of the human body, joints and ligamentous structures, and various body systems. The department is equipped with skeleton, manikin, and charts for this study. This course or its equivalent is prerequisite for Kinesiology, Physiology of Exercise, Theory of Correctives and Massage, Anthropometry, and Normal Diagnosis. Four periods a week for first quarter. Four credits.

Physical Education 233. Kinesiology. Required of all majors and minors in Physical Education. Prerequisites are Biology and Gross Anatomy. This course is prerequisite to Anthropometry, Normal Diagnosis, Theory of Correctives. Kinesiology is a study of body mechanics and action of human muscles in motion and locomotion. Particular attention is given to all muscles of the trunk and upper and lower extremities. In this course the student gains an appreciation of the effects and relative values of the various types of Physical Education activities. Three periods a week for second quarter. Three credits.

Physical Education 241-341-441. Mixed Sports. Open to Curricula III to VIII, sophomores, juniors, and seniors. Two hours a week of hockey, soccer, speedball, or field ball, dependent upon alternation of sports. Opportunity afforded for interclass competition. Swimming one hour a week; sports two hours a week. Three periods a week for first quarter. One credit.

Health Education 301-302. Hygiene. General content same as Health Education 100. Three periods a week for first quarter. Repeated for second quarter. Three credits.

Physical Education 311. Anthropometry, Normal Diagnosis, First Aid. Required of all majors and minors in Physical Education. Prerequisites: Biology, Gross Anatomy, Kinesiology. This course prepares the student to assist and supervise in physical examinations of grade, high school and college students. It is open only to junior and senior majors and minors in Physical Education, and includes practical work in measuring training school and college students during the regular fall physical examinations. A careful study is made of the symptoms and methods of prevention of the most common diseases and of the latest and most useful methods of first aid. Two periods a week for second quarter. Two credits.

Physical Education 312. Theory of Correctives and Massage. Required of all majors in Physical Education. Prerequisites: Biology,

Gross Anatomy, Kinesiology. Theory and practice of correctives and massage are given. A careful study is made of all common postural defects with the viewpoint of teaching the student simple and effective means of correcting remediable postural defects and the importance of cooperating with doctors in treating the more serious defects. Thorough instruction and practice is given in all massage strokes. Visits are made to hospitals and clinics in Washington and Richmond. Three periods a week for first quarter. Three credits.

Physical Education 313. Physiology and Physiology of Exercise. Required of all majors and minors in Physical Education. Prerequisite: Biology. A study is made of the respiratory, digestive, lymphatic, nervous, circulatory, and glandular systems of the body with special reference to the functioning of each. Problems of metabolism, bodily responses to fear, anger, pain, and physical efficiency tests are studied. Manikin and charts are provided as aids in study and special laboratory work is a part of the course. Three periods a week for first quarter. Three credits.

Physical Education 315. Advanced Swimming. Open to sophomores, juniors, and seniors who have passed the exemption test and advanced swimming test. Advanced strokes and dives and the American Red Cross Life Saving course. Two periods a week for first quarter. Repeated each quarter. One credit.

Physical Education 318. Beginning Interpretative. Open to sophomores, juniors, and seniors. Elementary techniques and skills such as leaping, skipping, etc., stressing coordination of bodily movements. Grace and skill are developed through simple dances and routines. Opportunity is given for participation in demonstration programs and for individual work.

Physical Education 319. Advanced Interpretative. Open to sophomores, juniors, and seniors. Continuation of Physical Education 318, stressing more vigorous and skillful movements. Participation in May Day festivities.

Physical Education 321 or 421. Junior and Senior Major Gym. One hour swimming according to individual skill; one hour tennis; two hours major sports with freshman and sophomore Physical Education majors and minors; two hours as assistant coaches for class team sports, assistant instructors, and hike assistants. Six periods a week for first quarter. Two credits.

Physical Education 322 or 422. Junior and Senior Major Gym. One hour swimming according to skill; two hours formal gymnastics, tumbling, etc., with sophomore Physical Education majors; two hours as assistant teachers in sports classes and swimming; one hour class team practice in major winter sport. Six periods a week for second quarter. Two credits.

Physical Education 323 or 423. Junior and Senior Major Gym. One hour swimming according to skill; Physical Education 319; two periods a week of minor sports such as hand ball, deck tennis, etc.; one hour a week assistant swimming and sports teacher. Six periods a week for first quarter. Two credits.

Physical Education 331. Recreational Leadership. This course or its companion course, Principles of Physical Education, is prerequisite for the credit course in student teaching in Physical Education. It is

required of all majors and minors in Physical Education, and is open to sophomores, juniors and seniors. The course consists of theory and practice of playground work, camping activities, and adolescent and adult social recreation. The aims, objectives, principles and methods of each will be studied and practice in teaching and supervising will be scheduled. The school and surrounding country afford an ideal situation for such a course. Three periods a week for third quarter. Three credits.

Physical Education 332. Social Hygiene. Required of all majors in Physical Education. This course provides for a thorough study of general hygienic and sanitary problems confronted in schoolroom and out. An intimate study is made of social and sex problems of the elementary, grammar, high school and college student with the view of preparing prospective teachers with a broad knowledge as a basis for solving such problems. Three periods a week for second quarter. Three credits.

Physical Education 355. Life Saving. Open to any student who has passed the advanced swimming test. The American Red Cross Life Saving course forms the basis of instruction. Students are qualified as Senior Red Cross Life Savers or Examiners by field representatives of this organization from Washington. Two periods a week for third quarter. One credit.

Physical Education 411-412-413. Theory and Practice of Coaching. Open only to senior majors and minors in Physical Education. Prerequisite: The courses of the first three years in major gym. A thorough study is made of the history, principles, aims, objectives, methods, and technique of coaching and refereeing seasonal sports and swimming. Fall: Hockey, soccer, tennis, speedball, field ball, volley ball, and newcomb; Winter: Basketball, swimming; Spring: Baseball, track, field, tennis, swimming, quoits, May Day work. Emphasis is placed on adaptations for grades, high school, and college students. Coaching is done in college classes and in the training school. Swimming meets and game tournaments are in charge of the senior coaches. Conference hours are to be arranged. One period a week for the session. One credit each quarter.

Physical Education 433. Camp Craft. Required of all majors in Physical Education. The history, aims, ideals, requirements and standards of Campfire and Scouting and similar organizations are studied. Theory and practical work in conducting hikes, camp cooking, camp craft, etc., are given. The course is particularly interesting to girls who wish to be councilors in summer camps. Four periods a week for third quarter. Two credits.

Physical Education. Supervised Teaching. One credit each quarter during the junior and senior years. Hours for conference and teaching to be arranged. Required of all major and minor students. Each student gains experience in lesson planning, teaching, and supervising in all elementary, grammar and high school grades during this period of student teaching. The training school offers excellent facilities for this.

Physical Education. Correctives. All students who have marked remedial posture defects will be assigned to a corrective class during the first quarter. This is generally in addition to the regular physical education work, and students are excused from the class when they have corrected their posture.

Science

The work of this department is planned to prepare teachers of Science in high schools; to give a foundation for other departments where Science is necessary; and to give the student an appreciation of the science of everyday life. This department offers courses in Nature Study, General Science, Biology, Chemistry, and Physics.

Four of the five following courses are recommended for a major or a minor in Science—three are required. Advanced Chemistry or Physics is required of all Science majors.

1. Science 111-112-113, General Science.
2. Science 121-122-123, Biology.
3. Science 211-212-213, General Chemistry.
4. Science 301-302-303, Advanced Chemistry.
5. Science 401-402-403, Physics.

No credit is allowed for less than one full year in any of the above sciences, except in Advanced Chemistry.

A contingent deposit of \$2.00 is required for Chemistry, Physics, and General Science courses.

Science 111-112-113. General Science. The courses outlined below are intended for students preparing to teach General Science. In addition to the study of standard texts the work embraces projects, reports, lecture demonstrations, laboratory work, and practical experience in conducting and equipping a school laboratory. Home Economics juniors and seniors will be required to do sufficient extra work to put the work on a senior college level. (Science 411-412-413.)

Science 111. General Science. This course includes an introduction to such topics as earth studies, air, weather, fuels, heating of buildings, etc. Two single and two double periods a week for first quarter. Laboratory fee, \$2.50. Four credits.

Science 112. General Science. This course includes the study of such topics as water, clothing, and electricity. Two single and two double periods a week for second quarter. Laboratory fee, \$2.50. Four credits.

Science 113. General Science. This course includes a study of heat engines, transportation, light, rocks and soils. Two single and two double periods a week for third quarter. Laboratory fee, \$2.50. Four credits.

Science 121. General Botany. Fall Quarter. The aim of this course is to acquaint the student with the structure and functions of the plant and the relationship of both structure and function to the environment. Methods are developed with the subject-matter through lectures recitations, field excursions, and the laboratory. Laboratory fee, \$3.00. Two single and two double periods a week for first quarter. Four credits.

Science 122. General Zoology. Winter Quarter. This course deals with the structure of type animals of both the invertebrate and vertebrate groups. Special consideration is given to the inter-dependence of animals and man. Laboratory fee, \$3.00. Two single and two double periods a week for second quarter. Four credits.

Science 123. Human Biology. Spring Quarter. The aim of this course is to help the student to improve human life by using his present knowledge of living things and of life processes, and to increase this knowledge as it relates to the advancement of human welfare. Laboratory fee, \$3.00. Two single and two double periods a week for third quarter. Four credits.

Science 211. Inorganic Chemistry. The aim of this course is to acquaint the student with the fundamental laws of chemistry and to study some of the important non-metallic elements. Two single and two double periods a week for first quarter. Laboratory fee, \$3.00. Four credits.

Science 212. Inorganic Chemistry. This is a continuation of Science 211 and covers a thorough study of the metallic elements. Prerequisite: Science 211. Two single and two double periods a week for second quarter. Laboratory fee, \$3.00. Four credits.

Science 213. Inorganic Chemistry. This course consists of further study of the metallic elements with an introduction to organic chemistry and qualitative analysis. Prerequisite: Science 211 and 212. Two single and two double periods a week for third quarter. Laboratory fee, \$3.00. Four credits.

Science 230. Nature Study. This course deals with nature study for the primary and grammar grades. The acquiring of the subject matter necessary for elementary grades and the method of presentation are stressed. Special emphasis is placed on field trips and outdoor work. The course includes especially the study of plant and animal life that should be of interest to elementary pupils. This course is taught by means of field trips, individual projects, class discussions and library references. Two double periods and one single period a week. Offered each quarter. Fee, 75 cents. Three credits.

Science 301. Advanced Chemistry. This course is planned to give the student an introduction to organic chemistry. Instruction is carried on by means of laboratory work, class discussion, and special papers prepared by the class. Prerequisite: Science 211-212-213 or its equivalent. Two single and two double periods a week for first quarter. Laboratory fee, \$3.00. Four credits.

Science 302. Advanced Chemistry. A study of foods, textiles, cleansing agents, dyes, and toilet preparations, etc., is made in this class. Prerequisite: Science 301. Two single and two double periods a week for second quarter. Laboratory fee, \$3.00. Four credits.

Science 303. Advanced Chemistry. A study is made of fuels, water, sewerage, paint and varnish, etc. Prerequisite: Science 302. Two single and two double periods a week for third quarter. Laboratory fee, \$3.00. Four credits.

Science 401. Physics. This course covers briefly the main topics in mechanics. The students are given instructions that will prepare them to teach high school physics as well as to introduce them to

one of the most important of our modern sciences. Two single and two double periods a week for first quarter. Laboratory fee, \$3.00. Four credits.

Science 402. Physics. This is a continuation of Science 401. Heat and electricity are taken up for study during the quarter. Prerequisite: Science 401. Two single and two double periods a week for second quarter. Laboratory fee, \$3.00. Four credits.

Science 403. Physics. This is a continuation of Science 402, which is a prerequisite. Two single and two double periods a week for third quarter. Laboratory fee, \$3.00. Four credits.

Social Science

HISTORY AND POLITICAL SCIENCE

The following courses are required for majoring and minor-ing in History:

Requirements for a major:

SSc. 113, Citizenship; SSc. 151-152, American His-	
tory	9 hours
SSc. 261-262-263, History of Civilization.....	9 hours
SSc. 311-312-313, Modern History.....	9 hours
SSc. 401-402, Sociology	6 hours
Electives: Three additional courses in Social Science.....	9 hours

Requirements for a minor:

SSc. 113, Citizenship; SSc. 151-152, American His-	
tory	9 hours
SSc. 261-262-263, History of Civilization.....	9 hours
SSc. 311-312-313, Modern History.....	9 hours
Electives: Two additional courses in Social Science.....	6 hours

Social Science 113. Citizenship. Consideration of the organiza-tion, administration, and legislative aspects of the American govern-ment; study of the major problems of government, both national and international, social and economic by debates, problems, reports, and dis-cussions; observations and investigations by visits to political institu-tions, such as courts, city councils, legislatures, etc.; intelligent and active citizenship stressed through participation in civic activities and study of vital current problems. Students subscribe for one periodical for the duration of the course. Three periods a week for third quarter. Three credits.

Social Science 151. American History. From the beginning of America to 1828. A survey of the background of American History; establishment of European institutions in America; the English settle-ments, development under the colonial system, the break with England and the eventful struggle for independence, formation of the Union, and the organization of the United States. Three periods a week for first quarter. Three credits.

Social Science 152. Contemporary American History. From 1828 to the present time. The growth of nationalism; the economic revolution, the frontier, slavery, development of sectionalism, and their influence on the development of American nationality; testing of the Union in the Civil War; political, social, and economic reconstruction; woman movement; the second industrial revolution, growth of big business, organized labor, tariff and silver controversy; America as a world power; problem of the Monroe Doctrine; expansion of domestic and foreign activities of the government; imperialism; American participation in the World War; reconstruction; participation of America in international affairs since the World War. Three periods a week for second quarter. Three credits.

Social Science 113e, 151e, and 152e are same as the above except that they are offered for students in Curricula I and II. Teaching problems for the elementary grades are considered in these subjects. Social Science 113e is offered each quarter; Social Science 151e is offered the second quarter; and Social Science 152e is offered the third quarter.

Social Science 261. History of Civilization. From prehistoric times to 395 A. D. A survey of the bases of modern civilization: interrelations of man and nature—astronomical, geological, geographical, biological factors—prehistoric and primitive cultures; history of the ancient civilizations of the Near East and of the Far East, of the Mediterranean and the West, and the classical civilizations to the barbarian invasions, surveying the interrelations of economic, social, and political life to form a preparation and background for the study of the influences of these peoples upon medieval civilizations, and also to give the student a real understanding of the ancient foundations of our modern civilization. Three periods a week for first quarter. Three credits.

Social Science 262. History of Civilization. From 395 A. D. to 1815. Beginning with the barbarian invasions, the course deals with medieval civilizations of the Near East, revival of western cultures, monasticism, feudalism, revival of medieval towns, spread of Islam, Crusades, Mongols, Far East; treats the important political, economic, and intellectual achievements, such as city-states, early national states, the Renaissance, commercial revolution and expansion of Europe, spirit of reform and of revolt, monarchy by divine right, and the various aspects of the "Old Regime," American and French Revolutions, Napoleonic Wars and the Congress of Vienna. Three periods a week for second quarter. Three credits.

Social Science 263. History of Civilization. From 1815 to the present time. Beginning with a study of the work of the Congress of Vienna in reshaping the map of Europe, the course presents a survey of the Economic Revolution, development of the national states of Italy and Germany, the Third French Republic, the rise of Russia, intellectual achievements of the nineteenth and twentieth centuries, modern social problems, growth of liberalism, nationalism, and democracy, United States as a world power, imperialism in Africa and the Orient, the World War, reconstruction and the growth of internationalism. Three periods a week for third quarter. Three credits.

Social Science 301. Social and Industrial History of the United States. A study of the economic factors and motives influencing the discovery, colonization, and development of America; commercial enterprises and various other economic groups and interests determining

colonial development and the economic areas of the United States; economic considerations motivating the westward movement; development of invention and change from the domestic to the factory system of production with the resultant changes in our economic organization in agriculture, commerce, industry, and finance; the influence of these factors upon political parties and national policies; position of America in world economic affairs today, commercial imperialism, etc. Three periods a week for first quarter. Three credits.

Social Science 311-312-313. Modern History. The nineteenth century and the twentieth century. Beginning with the industrial revolution, this course develops the intricate problems of modern civilization. Historical research is a required part of this course. Prerequisites: Social Science 261-262-263, or its equivalent.

Social Science 311. Nineteenth Century. The period of nationalism and democracy to the Third French Republic (1870). Three periods a week for first quarter. Three credits.

Social Science 312. Nineteenth-Twentieth Centuries. The period of capitalistic imperialism (1870-1914). Three periods a week for second quarter. Three credits.

Social Science 313. Modern Trends. Problems growing out of the World War, 1914 to date. Study of source of materials from current books and periodicals. Three periods a week for third quarter. Three credits.

Social Science 380. Current Problems. Prerequisite: Nine quarter hours of Social Science. This is a course in current national and international problems. It attempts to train students in the intelligent use of newspapers and magazines, to cultivate the ability to look at both sides of present-day questions and to form a wise judgment regarding them, to develop interest in all subjects by showing their application to real life, and to train for active responsible citizenship through cultivating an interest in civic problems. A study of the major current problems will be conducted through class discussions, open forums, reports, cartoons, debates, bulletin board, current event file, observations and investigations by visits to courts, legislatures, conferences, pageants, celebrations, etc., and by public addresses by public officials, educators, leaders, etc., and by slides and motion pictures bearing upon important current events. Students subscribe for one periodical for the duration of the course. Offered each quarter. One period a week. One credit. Maximum credit three hours.

Social Science 415. Presidential and Parliamentary Governments. (Not open to first and second year students.) This course is devoted to a study of the principles and forms of governments in general, to a descriptive and analytical study of the Government of the United States, National and State, and to a survey of the Parliamentary governments of Europe. A study is also made of some of the most important problems of modern government, such as nationalism and national defense, regulation of economic and social activities by government, political parties, legislative methods, popular control, American international policies, with especial reference to Pan-American relationships, World Court and League of Nations. Prerequisites: Social Science 113, 151-152; and Social Science 261-262-263; or Social Science 311-312-313. Three periods a week for third quarter. Three credits.

GEOGRAPHY

Social Science 116. Geography of the United States. This course is devoted to a study of the physical features of the United States—shape of coast line, mountains, drainage, climate, accessibility; resources—character of soil and agricultural advantages, material resources; commercial advantages—location with reference to Western Europe, Latin-America, Canada, and the Pacific; river systems as aid to internal and foreign commerce; principal harbors; the natural and geographic regions—physiographic, climatic, industrial, and the reaction of man to the geographic environment in each region. A brief survey is given of the geographic conditions in relation to their influences on the course of American History. A study is also made of the geographic, economic, and historical factors, affecting current national and international problems. The geographic material is largely organized as projects, problems, and type studies. Three periods a week for first quarter. Three credits.

Social Science 216. Geography of Eurasia. This course consists of an intensive study of selected countries of Europe and Asia with reference to the topography, climate, industries, and people of each, a brief survey of man's adjustment to the physical environment in various natural regions of Europe and Asia, such as the Ruhr, the Black Country, the Paris Basin, the Alps, the forest lands of Scandinavian Peninsula, the Po Valley in Europe, and a detailed study of the geographic regions of India, China, and Japan with brief survey of other regions, the aim being to discover features, natural and cultural, which give character to each region, and to explain similarities and differences in the use to which land and resources are put. The political geography of nations, their current geographic problems, and the geographic aspects of European and Asiatic participation in world affairs also receive treatment. Three periods a week for first quarter. Repeated the second quarter. Three credits.

Social Science 217. Geography of Southern Lands. This course attempts to interpret the geography and spirit of Latin America, and its relation to the United States and the world, through a geographic study of Mexico, Central America, the Caribbean, South America, with an intense study of selected countries and regions; a geographic survey of the physical and regional aspects and settlement and development, with an anthropological study of the natives of Africa, Australia, and Oceania. The similarities and individualities are analyzed with reference to the background of their natural setting, and their development in relation to natural regions and natural resources, and with reference to imperialism of modern world powers. Three periods a week for third quarter. Three credits.

ECONOMICS

Social Science 401. Principles of Economics. The course consists of an introductory approach to the science of economics, followed by a study of principles and problems, which include value and exchange. Three periods a week for first quarter. Three credits.

Social Science 402. Principles of Economics. This is a continuation of Social Science 401. It includes principles and problems of distribution, problems of industry, labor, government, and public finance. Three periods a week for second quarter. Three credits.

SOCIOLOGY

Social Science 411-412. Sociology. The principles of pure Sociology are studied as a background for applied Sociology.

Social Science 411. Pure Sociology. The organization of group life is studied in relation to the primary, intermediate, and secondary groups. Specific institutions, representing each type, are given intensive study. Three periods a week for first quarter. Three credits.

Social Science 412. Applied Sociology. The principles studied in Pure Sociology are applied to current social problems, which are assigned as special topics for report and discussion. Special first-hand investigations include group studies of local industries, local social problems, and methods of scoring social activities. These first-hand investigations are in a large measure determined by the interests of the group, and the social opportunities offered by the community. An attempt is made to apply sociological principles to every-day life. Three periods a week for second quarter. Three credits.

CANDIDATES FOR THE B. S. DEGREE

Bailey, Grace
Brent, Anne
Burch, Helen
Carter, Mrs. Hattie
Cobb, Mary Owen
Cook, Mrs. Virgie Via
Corr, Lucy
Crampton, Mary
Davis, Eva
Dickinson, Julia
Dickinson, Mary Waller
Duffy, Lucille
Edwards, Mrs. Elizabeth
Flippo, Janie C.
Freeman, Claire
Gallagher, Kathryn
Garrenton, Stella
Godwin, Elizabeth
Goodloe, Nannie
Guthrie, Frances
Hall, Hannah
Harding, Virginia
Leigh, Aurelia
Leonard, Olen
Luther, Jeannette
McKenry, Nancy Ruth
Middleton, Elizabeth
Miles, Mollie

Murray, Ola
Parker, Clara Woodard
Pendleton, Mariette
Pittman, Rida
Poole, Della
Powell, Elsie
Powell, Margaret
Prebble, Ruth Hope
Ratcliffe, Annie King
Reed, Frances
Reinhardt, Margaret
Richardson, Edith
Shlamowitz, Maxwell
Steele, Audrey
Streagle, Lillie
Strole, Mrs. Elizabeth
Sturtevant, Lillian
Sutton, Lucille
Terretta, Mary
Thruston, Emily
Valiska, Ethel
Vaughan, Carrie
Vaughan, Florence
Wheeler, Clara Boyd
White, Jessie Stuart
Wingfield, Mary
Wright, Virginia

CANDIDATES FOR THE TWO-YEAR DIPLOMA

Askew, Lucie B.	McGinnis, Mabel
Ayers, Mary	Magee, Mary
Brothers, Ina Grace	Marsh, Ruth
Burch, Eugenia	Mears, Helen
Burgess, Frances	Milstead, Margaret
Burruss, Mildred	Mitchell, Ida Gay
Burton, Sara	Mitchell, Margaret
Chambers, Mary D.	Moore, Mina Lora
Clyde, Lucy P.	Norcum, Nedra
Cowles, Mary	Otteson, Lilli
Dameron, Evelyn	Patch, H. Velma
Davis, Caroline	Pitman, Ruby
Davis, Nell	Powell, Leonie
Doty, Dorothy	Powell, Susie
Douglas, Sedonia	Richardson, Irene
Driver, Dorothy	Sale, Mary Virginia
Epperson, Louise	Saunders, Estelle
Fager, Rose	Sear, Ida
Farley, Mattie Todd	Scott, Catherine
Farmer, Gaynelle	Shreve, Jamie
Garrett, Estelle	Smith, Ruth
Gray, Lucie May	Stimson, Cornelia
Griffin, Freddie Louise	Sutton, Lucy Byrd
Guild, Christian	Taylor, Josephine
Harding, Hazel	Terretta, Nellie Polly
Hawkins, Lucille	Tinder, Virginia
Hudgins, Mary Elizabeth	Thurston, Marian
Huffman, Olive	Tucker, Dorothy
Hunter, Jane	Vaughan, Dorothy
Jeter, Frances	Wilkerson, Marie
Johnson, Virginia	Wilson, Hazel
Jones, Nancy K.	Wine, Louise
King, Gladys	Wooldridge, Virginia
Loomis, Marjorie	Wyatte, Cornelia

REGISTER OF COLLEGE STUDENTS

SESSION 1930-31

<i>Name</i>	<i>Address</i>
Aids, Mary C.-----	Winston-Salem, N. C.
Allen, Hazel -----	Emporia, Va.
Alvis, E. Ernestine-----	Richmond, Va.
Alvis, Ethel -----	Concord Depot, Va.
Alvis, Mary Elizabeth-----	Mangohick, Va.
Anderson, Ellen -----	Charleston, S. C.
Anderson, Helen -----	Lynchburg, Va.
Andrews, Maud -----	Mt. Landing, Va.
Andrews, Thelma -----	Central Point, Va.
Archibald, Alice -----	Newport News, Va.
Armes, Claude -----	Drill, Va.
Arthur, Frances -----	Franklin, Va.

<i>Name</i>	<i>Address</i>
Ashby, Henrietta	Cape Charles, Va.
Askew, Lucie Belle	Norfolk, Va.
Ayers, Mary	Woodford, Va.
Bailey, Grace	Kinsale, Va.
Baird, Eileen	Waverly, Va.
Baird, Mabel	Waverly, Va.
Baird, Mary	Waverly, Va.
Barefoot, Josephine	Bruington, Va.
Bargeron, Sarah	Savannah, Ga.
Barnes, Hazel	Spring Grove, Va.
Barnett, Elizabeth	Gallatin, Mo.
Bass, Naomi	Norfolk, Va.
Batten, Verna	Portsmouth, Va.
Beall, Beulah May	Upper Marlboro, Md.
Beazley, Lillian	Milford, Va.
Belfield, Maggie	Farmers Fork, Va.
Bell, Elizabeth	Newport News, Va.
Bell, Helen	Hopewell, Va.
Bell, Willie	Calverton, Va.
Belote, Alice	Onancock, Va.
Belote, Virginia	Melfa, Va.
Belove, Sarah	Danville, Va.
Bernard, John	Fredericksburg, Va.
Berntson, Esther	Long Island, N. Y.
Berry, Lucena	Severn, Va.
Berson, Mae	Portsmouth, Va.
Blalock, Mary Lou	Baskerville, Va.
Blanton, Anna Stuart	Newport News, Va.
Bodine, Miriam	Wilmington, N. C.
Boggs, Minnie	Melfa, Va.
Bolen, Virginia	Harrisonburg, Va.
Boney, Virginia	Marion, Va.
Boston, Julia Lee	Richmond, Va.
Boswell, Louise	Burkeville, Va.
Boyd, Billie	Tazewell, Va.
Boyd, Rebecca	Crewe, Va.
Bradshaw, Rena	Franklin, Va.
Brent, Anne	Ottoman, Va.
Brewer, Clara	Yale, Va.
Brickhouse, Joan	Milwaukee, Wis.
Brizendine, Christine	Bestland, Va.
Brooking, Rubie	Somerset, Va.
Brothers, Ina	Weeksville, N. C.
Brown, Alice Mae	Urbanna, Va.
Browning, Katheryne	Falmouth, Va.
Bryant, Anne V.	Richmond, Va.
Bryant, Lillian S.	Norfolk, Va.
Buchanan, Mary	Norfolk, Va.
Buchanan, Sarah	Norfolk, Va.
Burch, Eugenia	Nesting, Va.
Burch, Helen	Hopewell, Va.
Burgess, Frances	Capron, Va.
Burgess, Mary Louise	Washington, D. C.
Burruss, Mildred	Spotsylvania, Va.
Burton, Sarah	Wachapreague, Va.
Buskell, Elizabeth	Richlands, Va.

<i>Name</i>	<i>Address</i>
Calloway, Lorene	Bluefield, Va.
Campbell, Addie	Milford, Va.
Campbell, Dorothy	Halifax, N. C.
Canada, Sara	Chatham, Va.
Canevazzi, John	Plymouth, Mass.
Carmean, Frances	Cape Charles, Va.
Carmichael, Virginia	Atlanta, Ga.
Carneal, Ruth	Penola, Va.
Carter, Mrs. Hattie C.	Richmond, Va.
Carter, Margaret	Haymarket, Va.
Caton, Jean	Accotink, Va.
Cecil, Dorothy	Pulaski, Va.
Chambers, Mary D.	Hartsville, S. C.
Chappell, Douglas	Urbanna, Va.
Charles, Frances	Winston-Salem, N. C.
Child, Beatrice	Woodstock, Conn.
Chilton, Lynda	Somers, Va.
Chinn, Grace	Fredericksburg, Va.
Clarke, Laura	Centralia, Va.
Clarke, Sallie Mae	Church Road, Va.
Clements, Mary	Newport News, Va.
Cline, Evelyn	Fredericksburg, Va.
Cline, Frances	Fredericksburg, Va.
Clyde, Lucy	Baltimore, Md.
Cobb, Mary Owen	Sebrell, Va.
Cole, Virginia	Fredericksburg, Va.
Coleman, Roberta	Fredericksburg, Va.
Collier, Lillian	Garysburg, N. C.
Collier, Reba	LaCrosse, Va.
Collins, Eulalia Thomas	Cologne, Va.
Cook, Dorsey	Cleveland, Va.
Cook, Mrs. Roy S.	Fredericksburg, Va.
Cook, Ruby S.	Smoots, Va.
Copley, Ruth	Richmond, Va.
Core, Margaret	Wachapreague, Va.
Corr, Lucy	Little Plymouth, Va.
Cosby, Lewis	Louisa, Va.
Couch, Irene	Lebanon, Va.
Couch, Iris	Lebanon, Va.
Courtney, Mildred	Dunbrooke, Va.
Courtney, Virginia	Millers Tavern, Va.
Covington, Opal	Kidds Fork, Va.
Cowles, Mary	Toano, Va.
Cox, Gladys	Guinea, Va.
Cox, Muriel	Guinea, Va.
Crampton, Mary	Berryville, Va.
Crizer, Louise	Appalachia, Va.
Croxton, Alice	Lane View, Va.
Croxton, Lina	Irvington, Va.
Curtis, Helen	Culpeper, Va.
Dail, Dorothy	Portsmouth, Va.
Dameron, Evelyn	Mundy Point, Va.
Daniel, Blanche	Nesting, Va.
Daughtrey, Helen	Franklin, Va.
Daughtrey, Sarah	Franklin, Va.

<i>Name</i>	<i>Address</i>
Davis, Caroline -----	New Bern, N. C.
Davis, Elizabeth -----	Sweet Hall, Va.
Davis, Eva -----	Bartow, Fla.
Davis, Nellie -----	Reedville, Va.
Decker, Rosalind -----	Capahosic, Va.
DeNee, Doris -----	Hackettstown, N. J.
Derrick, Irene -----	Scarsdale, N. Y.
Dickerson, Eleanor -----	South Boston, Va.
Dickinson, Julia -----	Fredericksburg, Va.
Dickinson, Margaret -----	Fredericksburg, Va.
Dickinson, Mary Waller -----	Rapidan, Va.
Divens, Mildred -----	Quantico, Va.
Dix, Dorothy -----	Urbanna, Va.
Dix, Evelyn -----	Wardtown, Va.
Doty, Dorothy -----	Savannah, Ga.
Douglas, Mary Smith -----	Sterling, Va.
Douglas, Sedonia -----	Reedville, Va.
Dove, Mary -----	Monroe, N. C.
Downing, Elizabeth -----	Burgess Store, Va.
Downs, Marguerite -----	Warrenton, Va.
Drake, Mabel -----	Newsoms, Va.
Driver, Dorothy -----	Hampton, Va.
DuBose, Martha -----	Macon, Ga.
Duffy, Lucille -----	Troutville, Va.
Dunlap, Gatewood -----	Lexington, Va.
East, Rosalie -----	Republican Grove, Va.
Edwards, Mrs. C. A. -----	Fredericksburg, Va.
Edwards, Edna -----	Edwardsville, Va.
Ehler, Eugenia -----	Suffolk, Va.
Ehler, Lois -----	Suffolk, Va.
Elliotte, Myrtle -----	Norfolk, Va.
Ells, Marion -----	Vineland, N. J.
Elmer, Virginia -----	Fredericksburg, Va.
Elmore, Blanche -----	Richmond, Va.
Embrey, Maude -----	Ashland, Va.
Emond, Ferdinand -----	Plymouth, Mass.
Epperson, Louise -----	Hopewell, Va.
Ewan, Virginia -----	Sandston, Va.
Fager, Rose -----	Norfolk, Va.
Fallin, Hilton -----	Village, Va.
Farley, Mattie -----	McKenney, Va.
Farmer, Gaynell -----	Port Royal, Va.
Farr, Isabel -----	Toronto, Can.
Farrar, Laura -----	Burkeville, Va.
Fell, Inez -----	Guinea, Va.
Ferguson, John Vann -----	Fredericksburg, Va.
Ferguson, Rush -----	Fredericksburg, Va.
Finney, Marie -----	Onancock, Va.
Fisher, Mary Elizabeth -----	Midlothian, Va.
Fleming, Lucille -----	White Marsh, Va.
Flippo, Janie -----	Guinea, Va.
Fones, Marcia -----	Foneswood, Va.
Frazier, Louise -----	Bluefield, Va.
Frazier, Mary T. -----	Chilhowie, Va.
Freedman, Bertha -----	Portsmouth, Va.

<i>Name</i>	<i>Address</i>
Freedman, Pearl	Portsmouth, Va.
Freeman, Claire	Fredericksburg, Va.
Freeman, Mrs. Eva. C.	Poindexter, Va.
Fuller, Carmie	Honaker, Va.
Gallagher, Kathryn	Roselle Park, N. J.
Gallant, LeRoy	Fredericksburg, Va.
Garrenton, Stella	Franklin, Va.
Garrett, Blanche	Center Cross, Va.
Garrett, Estelle	Newport News, Va.
Garrison, Maxine	Free Union, Va.
Gawen, Elisabeth	Washington, D. C.
Gibbs, Frances Ellen	Cape Charles, Va.
Gibson, Elnora	King and Queen, Va.
Gilbert, Dorothy	Norfolk, Va.
Giro, Australia	Santiago, Cuba
Giro, Ibis	Santiago, Cuba
Glenn, Nora	Dragonville, Va.
Godfrey, Lois	Waycross, Ga.
Godwin, Elizabeth	Newport News, Va.
Goldstein, Helen	Hampton, Va.
Goldstein, Margaret	Hampton, Va.
Goodloe, Elsie	Fredericksburg, Va.
Goodloe, Nannie	Fredericksburg, Va.
Goodwin, Frances	Louisa, Va.
Gordon, Ellen	Flatrun, Va.
Gordon, Louise	Rayo, Va.
Gose, Nelle	Castlewood, Va.
Gouldman, Lavalette	Index, Va.
Gouldman, Rouzie	Index, Va.
Gray, Anne Potts	Allnutt, Va.
Gray, Lucie May	Allnutt, Va.
Green, Arianna	Fredericksburg, Va.
Gregory, Jesse	Fredericksburg, Va.
Griffin, Louise	Parris Island, S. C.
Griffin, Margaret	Clarendon, Va.
Griffin, Virginia	Portsmouth, Va.
Griffith, Josephine	Berwyn, Md.
Griffith, Lucy	Richlands, Va.
Guild, Christian	Dabneys, Va.
Guthrie, Frances	Emporia, Va.
Hall, Anna Mae	Nomini Grove, Va.
Hall, Hannah	King and Queen, Va.
Hall, Virginia	Danville, Va.
Harding, Hazel	Highland, Md.
Harding, Virginia	Irrington, Va.
Harrell, Gertrude	Fredericksburg, Va.
Harris, Elizabeth	Unionville, Va.
Harris, Mary Carter	Montross, Va.
Harris, Sara	Betterton, Md.
Harrison, Mary Elizabeth	Herndon, Va.
Harrison, Mary Virginia	Jarratt, Va.
Harrow, Elizabeth	Deltaville, Va.
Hart, Dorothy	Hartfield, Va.
Hash, Ruth	Kindrick, Va.
Hawkins, Lucille	Brock Road, Va.

<i>Name</i>	<i>Address</i>
Hawthorne, Kathleen	Kenbridge, Va.
Hayes, Charlotte	Rhoadesville, Va.
Heely, Edwina	Cradock, Va.
Heflin, Marie	Fredericksburg, Va.
Hepler, Louise	Millboro, Va.
Herndon, Carol	Fredericksburg, Va.
Hickerson, Sue	Culpeper, Va.
Hobgood, Celiene	Lawrenceville, Va.
Hodges, Evelyn	Mathews, Va.
Hogg, Henrietta	Williamsburg, Va.
Hope, Olie Mae	Beaverdam, Va.
Howard, Betsy	South Boston, Va.
Howard, Lorraine	Cranford, N. J.
Hudgins, Elizabeth	Mathews, Va.
Huffman, Olive	Hemp, Va.
Hughes, Virginia	Cape Charles, Va.
Hunter, Anna	King George, Va.
Hunter, Jane	Niles, Mich.
Hurt, Susie	Drakes Branch, Va.
Huyette, Louise	Berryville, Va.
Irby Alice	Blackstone, Va.
Jackson, Dora	Austinvilla, Va.
Jacobson, Julia	Portsmouth, Va.
Jacobson, Mae Belle	Portsmouth, Va.
James, Mary Virginia	Wachapreague, Va.
James, Virginia H.	White Stone, Va.
Janney, Charlotte	Fredericksburg, Va.
Jeffries, Judith	Shackelfords, Va.
Jenkins, Elizabeth	Culpeper, Va.
Jeter, Frances	Richmond, Va.
Johnson, Anna E.	Putnam, Conn.
Johnson, Dennis	Grant, Va.
Johnson, Estelle	Warrenton, Va.
Johnson, Florence	Putnam, Conn.
Johnson, Janet	Morattico, Va.
Johnson, Marguerite	Fredericksburg, Va.
Johnson, Mary Dorothy	Portsmouth, Va.
Johnson, Rose	South Boston, Va.
Johnson, Virginia	Hampton, Va.
Jones, Louise	Franklin, Va.
Jones, Louise H.	Norfolk, Va.
Jones, Madeline	White Stone, Va.
Jones, Maurine	Chandlerville, Ill.
Jones, Nancy	Durham, N. C.
Jordan, Miriam	Hartsville, S. C.
Jordan, Sara	Hartsville, S. C.
Joslyn, Jane	Cobbs Creek, Va.
Joyner, Ruth	Hillsville, Va.
Kaminer, Medora	Spartanburg, S. C.
Keel, Mrs. Alma	Fredericksburg, Va.
Keister, Ellen	Salem, Va.
Kelley, Edith N.	Fredericksburg, Va.
Kesler, Isabelle	Salem, Va.
Kilmon, Mary	Onancock, Va.

<i>Name</i>	<i>Address</i>
Kilmon, Ola	Exmore, Va.
King, Elizabeth	Fredericksburg, Va.
King, Gladys	Newport News, Va.
King, Mabel	Gasburg, Va.
King, Ruby Lee	Fredericksburg, Va.
Kirkpatrick, Margaret	Kents Store, Va.
Kobre, Rena	Danville, Va.
Kyle, Helen	Newport News, Va.
Kympton, Saxone	Danville, Va.
Lambert, Margaret	Norfolk, Va.
Langford, Josephine	Stevensville, Va.
Lankford, Walter	Morattico, Va.
Lawson, Lola	Jeffs, Va.
Leigh, Aurelia	Norfolk, Va.
Leistra, Louise	Falmouth, Va.
Leonard, Olen E.	Paradise, Tex.
Lester, Minnie	Hurley, Va.
Lester, Myrtle	Richlands, Va.
Lewis, Margaret	Washington, D. C.
Linkous, Elizabeth	Bluefield, Va.
Llewellyn, Lula Lee	Rainelle, W. Va.
Lodge, Margaret	Highland Springs, Va.
Loomis, Marjorie	Cherrydale, Va.
Looney, Ethel	Grundy, Va.
Luther, Jeannette	Danville, Va.
McAtee, Emma	Berryville, Va.
McAtee, Richie	Berryville, Va.
McDaniel, Dorothy	Lynchburg, Va.
McGehee, Margaret	Hurricane, W. Va.
McGinniss, Mabel	Index, Va.
McGowen, Elsie	Wilson, N. C.
McKenney, Mildred	Fredericksburg, Va.
McKenry, Ruth	Lynchburg, Va.
McKenzie, Grace	Asheville, N. C.
McWhirt, Madaline	Falmouth, Va.
Magee, Mary	Yale, Va.
Majette, Mabel	Newport News, Va.
Marsh, Ruth	Miskimon, Va.
Marshall, Amelia Cary	Tappahannock, Va.
Martin, Ethel	Chester, Va.
Martin, Julia	Brandy, Va.
Massoletti, Margaret	Catlett, Va.
Matz, Josephine	Exeter, Va.
Maxwell, Billie	Maxwell, Va.
Maxwell, Goldine	Maxwell, Va.
Maxwell, Virginia	Maxwell, Va.
May, Margaret	Cherrydale, Va.
May, W. H.	Fredericksburg, Va.
Mears, Helen	Bloxom, Va.
Middleton, Elizabeth D.	Rocky Mount, N. C.
Miles, Charlotte	Mathews, Va.
Miles, Mollie	Willis Wharf, Va.
Miller, Frances Helen	Milford, Va.
Miller, Ruth	Fredericksburg, Va.
Miller, Susanna	Midland, Va.

<i>Name</i>	<i>Address</i>
Milstead, Margaret	Clarendon, Va.
Mister, Lucy	Capeville, Va.
Mitchell, Ida Gay	Walkerton, Va.
Mitchell, Margaret	Petersburg, Va.
Montgomery, Lucia	Ghent, Ky.
Moore, Frances I.	Portsmouth, Va.
Moore, Martha	Buchanan, Va.
Moore, Mary Virginia	Buchanan, Va.
Moore, M. Lora	Hampton, Va.
Moren, Rae	Beulahville, Va.
Morgan, Dorothy	Vicksville, Miss.
Morrison, Dorothy	Portsmouth, Va.
Morrison, Erma	Fredericksburg, Va.
Moss, Margaret	Fredericksburg, Va.
Muire, Bernice	Newport News, Va.
Murchison, Alma	Rocky Mount, N. C.
Murray, Ola	Beaverdam, Va.
Myers, Ruth	Ringgold, Va.
Neill, Mrs. Lorena	Fredericksburg, Va.
Nelson, Miriam	Roxbury, Mass.
Nicholson, Angeline	Hamilton, Tex.
Norcum, Nedra	Portsmouth, Va.
Norris, Madeline	Kilmarnock, Va.
Norris, Ruth	Norfolk, Va.
Osborne, Paul	Drill, Va.
Otey, Frances	Mathews, Va.
Ottesen, Lilli	Richmond, Va.
Overby, Sarah	Fishing Creek, Md.
Owen, Delma	Long Island, Va.
Page, Isebel	Blackstone, Va.
Palmore, Vera	Richmond, Va.
Parker, Dorothy	Newport News, Va.
Parker, Woodard	Emporia, Va.
Parsons, Hazel	Norfolk, Va.
Patch, Velma	Glen Allen, Va.
Paulsen, Abby Laura	Chapel Hill, N. C.
Pemberton, Marion	Walkerton, Va.
Pence, Theresa	South Boston, Va.
Pendleton, Mariette	Norfolk, Va.
Pennington, Rubie	Hartsville, S. C.
Peters, Irene	Franklin, Va.
Peyton, Margaret	Fredericksburg, Va.
Phipps, Clara	Lanexa, Va.
Pitman, Ridia	Regina, Va.
Pitman, Ruby	Buchanan, Va.
Pitts, Margaret	Gauley Bridge, W. Va.
Pitts, Mary	Alps, Va.
Poffenbarger, Wilhelmina	New Market, Va.
Pollard, Carolease	Richmond, Va.
Pollard, Helen	Portsmouth, Va.
Poole, Bettye	Norfolk, Va.
Poole, Della	Norfolk, Va.
Powell, Elsie	Hampton, Va.
Powell, Leonie	Danville, Va.

<i>Name</i>	<i>Address</i>
Powell, Margaret -----	Woodsboro, Md.
Powell, Susie -----	Fredericksburg, Va.
Powers, Sue -----	Powcan, Va.
Prebble, Ruth -----	Lynchburg, Va.
Presley, Floyd -----	Deskins, Va.
Prince, Frances -----	Powcan, Va.
Quesenberry, Margaret -----	Welcome, Va.
Rae, Leota -----	Jarratt, Va.
Ramos, Joseph -----	Plymouth, Mass.
Ratcliffe, Anne -----	Falmouth, Va.
Ratliff, Osie -----	Pearly, Va.
Ratner, Marion -----	East Orange, N. J.
Rawlings, Mary Van -----	Fredericksburg, Va.
Reamey, Elizabeth -----	West Palm Beach, Fla.
Reed, Frances -----	Hinnom, Va.
Reed, Kathryn -----	Fredericksburg, Va.
Reinhardt, Margaret -----	Lynchburg, Va.
Revell, Lola Marie -----	Onley, Va.
Rice, Helen -----	Ottoman, Va.
Richard, Elizabeth -----	Hagerstown, Md.
Richard, Virginia -----	Hagerstown, Md.
Richardson, Edith -----	Portsmouth, Va.
Richardson, Irene -----	Church View, Va.
Rigby, Betsy -----	Reevesville, S. C.
Roane, Nancy -----	Gressit, Va.
Robertson, Edith -----	Fredericksburg, Va.
Robey, Grace -----	Halifax, Va.
Rogers, Evelyn -----	Pleasant Shade, Va.
Rogers, Mary Ann -----	Franklin, Va.
Rollins, Ettie Ruth -----	Cradock, Va.
Rose, Carlton -----	Plymouth, Mass.
Rose, Mary Pauline -----	Newport News, Va.
Rowe, Esther -----	Fredericksburg, Va.
Rudd, Hettie -----	South Hill, Va.
Sale, Frances -----	Moss Neck, Va.
Sale, Mary Virginia -----	Moss Neck, Va.
Sandridge, Margaret -----	Charlottesville, Va.
Saunders, Estelle -----	Fleeton, Va.
Schaffer, Mary -----	Northampton, Pa.
Schwartz, Helen -----	Richmond, Va.
Scott, Catherine -----	Goldsboro, N. C.
Scranton, Margaret -----	North Woodstock, Conn.
Scricco, Stella -----	Worcester, Mass.
Sear, Ida -----	Hampton, Va.
Self, Claire -----	Fredericksburg, Va.
Sheedy, Isabel -----	Jersey City, N. J.
Shirley, Ruth -----	Houston, Tex.
Shlam, Maxwell S. -----	Paterson, N. J.
Shreve, Jamie -----	Richlands, Va.
Shultz, Mary Kathryn -----	Danville, Va.
Sims, Ola B. -----	Louisa, Va.
Slate, Emma Lee -----	Emporia, Va.
Sliney, Raymond -----	East Pepperell, Mass.
Smith, Annie Lucille -----	McDuff, Va.

<i>Name</i>	<i>Address</i>
Smith, Ava	Appalachia, Va.
Smith, Bertram	Plymouth, Mass.
Smith, Catherine	Stony Point, Va.
Smith, Dorothy	Washington, D. C.
Smith, Elisabeth N.	Macon, Ga.
Smith, Elizabeth D.	South Norfolk, Va.
Smith, Maxine	Washington, D. C.
Smith, Roberta	Lawrenceville, Va.
Smith, Ruth N.	Alexandria, Va.
Smith, Thomas	Tye River, Va.
Smith, Uree	Louisa, Va.
Smoot, Sarah	Mitchell, Va.
Spears, Hunter	Rocky Mount, N. C.
Spence, Elmer	Tangier, Va.
Spindle, Frances	Hustle, Va.
Spracher, Ruth	Bluefield, Va.
Stack, Leonora	Wilmington, N. C.
Staples, Gladys	Fredericksburg, Va.
Steele, Audrey	Manassas, Va.
Stevens, Florine	Etna Mills, Va.
Stevens, Thelma	Mount, Va.
Stewart, Nellie May	Ivor, Va.
Stiles, Helen	Sealston, Va.
Stimson, Cornelia	Spartanburg, S. C.
Stokes, Florence	Kenansville, N. C.
Straughan, Mary Lee	Warsaw, Va.
Streagle, Lillie	Gloucester, Va.
Strole, Mrs. Elizabeth	Stanley, Va.
Sturtevant, Lillian	Savannah, Ga.
Sutton, Lucille	Plain View, Va.
Sutton, Lucy Byrd	Powcan, Va.
Tarpley, Mary	Dry Fork, Va.
Tarter, Frances	Marion, Va.
Taylor, Annie Wood	North Emporia, Va.
Taylor, Josephine	Louisa, Va.
Terretta, Mary	Stony Creek, Va.
Terretta, Polly	Stony Creek, Va.
Thornton, Clara	Achilles, Va.
Thruston, Emily	Clopton, Va.
Thurston, Marian	Shacklefords, Va.
Tilley, Gladys	Richmond, Va.
Tinder, Virginia	Mine Run, Va.
Torrence, Marion	Concord Depot, Va.
Townsend, Jeanette	Clover, Va.
Trevillian, Ruth	Beaverdam, Va.
Tucker, Dorothy	Norfolk, Va.
Turner, Ethel	Burkeville, Va.
Turner, Mary Randolph	The Plains, Va.
Tyler, Nancy	Noel, Va.
Urquhart, Frances	Norfolk, Va.
Valiska, Ethel	Disputanta, Va.
VanDeroef, Grace	Richmond, Va.
vanLaer, Dorothy	Richmond, Va.
Vaughan, Carrie	Richmond, Va.

<i>Name</i>	<i>Address</i>
Vaughan, Dorothy -----	Spartanburg, S. C.
Vaughan, Florence -----	Richmond, Va.
Venable, Mrs. Clarke -----	Fredericksburg, Va.
Via, Lake Ellen -----	Pulaski, Va.
Vondra, Ethel -----	Brooklyn, N. Y.
Waddell, Lilly -----	Charlottesville, Va.
Walker, Isabelle -----	Vineland, N. J.
Walker, Katherine -----	Stevensburg, Va.
Walker, Thelma -----	Hampton, Va.
Wallace, Mary Hansford -----	Falmouth, Va.
Ward, Helen -----	Petersburg, Va.
Waugh, Anna -----	Rhoadesville, Va.
Weaver, Anna -----	Radiant, Va.
Webb, Eleanor -----	Norfolk, Va.
Webb, Elizabeth -----	Norfolk, Va.
Webb, Lynda -----	Lively, Va.
Weinberg, Ruth -----	Roxbury, Mass.
Wesson, Lorine -----	Lawrenceville, Va.
Westbrook, Virginia -----	Sebrell, Va.
Wheat, Ella -----	Litwalton, Va.
Wheeler, Clara Boyd -----	Clifton Forge, Va.
White, Jessie Stuart -----	Wakefield, Va.
White, Lucille -----	Newport News, Va.
White, Roy -----	Kents Store, Va.
Wilkerson, Marie -----	Center Cross, Va.
Will, Lucy -----	Warrenton, Va.
Williams, Doris -----	Emporia, Va.
Williams, Mary -----	Grundy, Va.
Willson, Mary Virginia -----	Newaygo, Mich.
Wilson, Hazel -----	Poquoson, Va.
Wine, Louise -----	Warrenton, Va.
Wingfield, Mary -----	Martinsville, Va.
Wood, Mildred Adams -----	Hilton Village, Va.
Wood, Mildred M. -----	Salem, Va.
Wooldridge, Virginia -----	Phoebus, Va.
Worrock, Laura -----	Phoebus, Va.
Wright, Katherine -----	Oldhams, Va.
Wright, Urbie -----	Oldhams, Va.
Wright, Virginia -----	Newport News, Va.
Wyatte, Cornelia -----	Nesting, Va.
Yeatts, Marguerite -----	Danville, Va.
Yorke, Felix -----	Statesville, N. C.
Young, Patricia Ann -----	Fredericksburg, Va.
Yowell, Virginia -----	Ashland, Va.

LIST OF STUDENTS—SUMMER, 1930

<i>Name</i>	<i>Address</i>
Adams, Lena -----	Roxbury, Va.
Allen, Elizabeth -----	Blantons, Va.
Allensworth, Louise -----	Rollins Fork, Va.
Allison, Elsie Lee -----	Norfolk, Va.

<i>Name</i>	<i>Address</i>
Alvis, Elizabeth	Mangohick, Va.
Anderson, Mary E.	Rocky Mount, N. C.
Andrews, Gladys	Bowling Green, Va.
Andrews, Maude	Mt. Landing, Va.
Ashton, Mrs. Nellie W.	Tetotum, Va.
Bagley, Bessie C.	Gary, Va.
Bailey, Grace	Kinsale, Va.
Barnes, Ilva	Nokomis, Va.
Barnum, Mildred	Fredericksburg, Va.
Bartlett, Ruth	Haworth, N. J.
Beale, Mary	Franklin, Va.
Beane, Celeste	Lancaster, Va.
Beane, Elizabeth	Mollusk, Va.
Blake, Louise	Norfolk, Va.
Blake, Mrs. W. N.	Fredericksburg, Va.
Blalock, Mary Lou	Baskerville, Va.
Blankenbaker, Mary	Madison, Va.
Blankenship, Susie	Sandston, Va.
Booth, Lansdail	Heathsville, Va.
Booth, Louise M.	Heathsville, Va.
Boswell, Mrs. E. B.	Newport News, Va.
Boughan, Mary	Burdis, Va.
Breeden, Ila	Manassas, Va.
Brewer, Margaret	Fredericksburg, Va.
Bristow, Cornelia	Hardyville, Va.
Broache, Mrs. Mamie O.	Index, Va.
Broaddus, M. Susie	Bowling Green, Va.
Brooking, Ruby M.	Somerset, Va.
Brown, Dera	Petersburg, Va.
Brown, Eloise	Lynchburg, Va.
Brown, Josephine	Lignum, Va.
Bryant, Nellie	Fredericksburg, Va.
Buckley, Mrs. Rhoda	Midlothian, Va.
Carpenter, Madolyn	Phoebus, Va.
Carter, Mrs. Emma W.	Manassas, Va.
Chinn, Grace	Fredericksburg, Va.
Clarke, Kathleen	Vienna, Va.
Clift, Elizabeth	Fredericksburg, Va.
Clift, Virginia	Fredericksburg, Va.
Cline, Evelyn	Fredericksburg, Va.
Cline, Frances	Fredericksburg, Va.
Cloe, Mary P.	Shacklet, Va.
Cluverius, Thelma	Little Plymouth, Va.
Clyde, Lucy P.	Chatham, Va.
Coakley, Margaret	Ferrell, Va.
Coffman, Clara L.	Washington, D. C.
Coleman, Alice T.	Spotsylvania, Va.
Colvin, Eleanor	Culpeper, Va.
Combs, Sallie Helen	Coulwood, Va.
Cook, Dorsey	Cleveland, Va.
Cook, Mrs. Roy S.	Fredericksburg, Va.
Coppedge, Ruth	Kilmarnock, Va.
Corbin, Adele	Fredericksburg, Va.
Corr, Lucy	Little Plymouth, Va.
Courtney, Clayton	Millers Tavern, Va.

<i>Name</i>	<i>Address</i>
Courtney, Esther L.	Dunbrooke, Va.
Crawford, Virginia	Chancellor, Va.
Crouch, Josephine	Crouch, Va.
Crowe, Georgie	Cumnor, Va.
Crumley, Ruby	Bristol, Tenn.
Curtis, Helen	Culpeper, Va.
Daffan, Mayme	Morrisville, Va.
Dalby, Madge	Norfolk, Va.
Dameron, Evelyn	Mundy Point, Va.
Dameron, Virgie	Kinsale, Va.
Dance, Virginia	Baltimore, Md.
Darnell, Marjorie	Pisgah, Md.
Davis, Mrs. Elsie A.	Aberdeen, Md.
Davis, Eva M.	Bartow, Fla.
Davis, Mrs. Nellie F.	Richmond, Va.
Dean, Mrs. Iris	Comorn, Va.
De Atley, Thelma	Oak Grove, Va.
Decker, Rosalind	Capashosic, Va.
Delano, Virgie	Warsaw, Va.
Dew, Robert	Fredericksburg, Va.
Dickerson, Chester	Milford, Del.
Dickinson, Bessie B.	Fredericksburg, Va.
Dickinson, Julia	Fredericksburg, Va.
Dickinson, Susan	Fredericksburg, Va.
Dixon, Lydia	Hyacinth, Va.
Doggett, Eleanor	Waverly, Va.
Downs, Marguerite	Warrenton, Va.
Duffy, Lucille	Troutville, Va.
Dulaney, Gladys	Etlan, Va.
Dunaway, Elizabeth	Merry Point, Va.
Dwyer, Hallie	Elkwood, Va.
Eanes, Zollie	Blountville, Tenn.
Edwards, Blanche	Edwardsville, Va.
Edwards, Mrs. C. A.	Fredericksburg, Va.
Edwards, Frances	Edwardsville, Va.
Eley, Mrs. Ennis	Howison, Va.
Ellicott, William Y.	Bristow, Va.
Elliott, Myrtle	Norfolk, Va.
Ellis, Louise	Lahore, Va.
Ellmore, Hannah	Purcellville, Va.
Embrey, Mrs. Grace	Cromwell, Va.
Eustace, Hallie	Calverton, Va.
Evans, Virginia W.	Laneview, Va.
Everett, Ethel	Sharps, Va.
Faircloth, Mrs. Rebie	Fredericksburg, Va.
Fant, Mrs. G. W.	Warsaw, N. C.
Faulconer, India	Orange, Va.
Fell, Inez	Guinea, Va.
Ferguson, Florrie	Como, N. C.
Ficklin, Catherine	Aberdeen, Md.
Finley, Marguerite	Delaplane, Va.
Finney, Earlyne	Fredericksburg, Va.
Fisher, Mrs. Alma B.	Sparta, Va.
Fisher, Grace	Mullins, S. C.

<i>Name</i>	<i>Address</i>
Fitzhugh, Lillian	Gordonsville, Va.
Foster, Aline	Paytes, Va.
Franklin, Mrs. Beatrice	Roseville, Va.
Freeman, Claire	Fredericksburg, Va.
Freeman, Mrs. Eva C.	Poindexter, Va.
Gallagher, Kathryn	Roselle Park, N. J.
Garland, Courtney	Chase City, Va.
Garnett, Manie	Dunnsville, Va.
Garrenton, Stella	Franklin, Va.
Gilmer, Emily	Bristol, Va.
Giro, Australia	Santiago, Cuba
Giro, Ibis	Santiago, Cuba
Glenn, Jane	Dragonville, Va.
Godwin, Elizabeth	Newport News, Va.
Goodloe, Kathleen	Fredericksburg, Va.
Gordon, Isabel	Lignum, Va.
Gordon, Lindsay	Lignum, Va.
Gordon, Margaret	Flatrun, Va.
Gouldman, Mrs. Annie	Index, Va.
Gouldman, Bruce	Horners, Va.
Gouldman, Rouzie	Index, Va.
Gouldman, Virginia	Fredericksburg, Va.
Gray, Eloise	Bealeton, Va.
Griffin, Louise	Parris Island, S. C.
Griffin, Lucille	Parris Island, S. C.
Grigsby, Edna	Index, Va.
Gwyn, Mary Beatrice	Washington, D. C.
Hale, Sophia	Jamaica, Va.
Hamlett, Mrs. Annie O.	South Hill, Va.
Hansbrough, Helen	Midland, Va.
Harding, Catherine	Cradock, Va.
Harmon, Margaret	Melfa, Va.
Harper, Ida Mae	Dunnsville, Va.
Harrell, Mary Frances	Norfolk, Va.
Harrell, Marion	Suffolk, Va.
Harris, Anne	Lahore, Va.
Harris, Mrs. Nellie W.	Spotsylvania, Va.
Hart, Dorothy	Hartfield, Va.
Hart, Ethleene	Whaleyville, Va.
Hash, Ruth	Kindrick, Va.
Hayes, Mrs. F. L.	Dinwiddie, Va.
Haynie, Zula	Lilian, Va.
Heflin, Marie	Fredericksburg, Va.
Herring, Ethel	Jackson, Tenn.
Hess, Jeannette M.	Fredericksburg, Va.
Hite, Nannie	South Boston, Va.
Hobbs, Margaret	Norfolk, Va.
Hobgood, Eva	Oxford, N. C.
Hogan, Ann	Keysville, Va.
Holland, Mary Bernice	Richmond, Va.
Holman, Emma	Lee, Va.
Hooper, Kathryn	Maryton, Va.
Houston, Mrs. Bernice P.	Lewes, Del.
Howell, Lizzie	Franklin, Va.

<i>Name</i>	<i>Address</i>
Hudson, Helen	Fredericksburg, Va.
Hudson, Rose	Lahore, Va.
Hughes, Aline	Holdcroft, Va.
Hughes, Gazelle	Ellerson, Va.
Hull, Verna	Richmond, Va.
Humphries, Mrs. J. L.	Partlow, Va.
Humphries, Mrs. M. T.	Beaverdam, Va.
Hunter, Katharine	Whaleyville, Va.
Hurlock, Annis	Locust Grove, Va.
Ivins, Mrs. H. C.	Indian Head, Md.
Jackson, Mary Alice	Austinville, Va.
Jenkins, Ellen	Culpeper, Va.
Jensen, Olga	Norfolk, Va.
Jernigan, Grace	Blackstone, Va.
Jett, Flora	Reedville, Va.
Johnson, Elizabeth	Burr Hill, Va.
Johnston, Christine	Lynchburg, Va.
Johnston, Mary J.	Kents Store, Va.
Jones, Edna Leake	Mineral, Va.
Jones, Evelyn	Irvington, Va.
Kalnen, Margaret	Castle Hayne, N. C.
Kephart, Mary E.	Herndon, Va.
Kerger, Madlyn	Ellicott City, Md.
King, Norene	Gasburg, Va.
Kirkpatrick, Margaret	Kents Store, Va.
Kite, Gladys	Culpeper, Va.
Landrum, Ethel	Lynchburg, Va.
Lawler, Nellie	Bristow, Va.
Layman, Mrs. Edith	Perkinsville, Va.
Leacock, Rebecca	Fredericksburg, Va.
Lee, Maude	The Plains, Va.
Leistra, Louise	Mattoax, Va.
Leonard, Olen E.	Poolville, Tex.
Levy, Lucille	Bumpass, Va.
McAtee, Richie	Berryville, Va.
McGehee, Fenton	Kents Store, Va.
McGinniss, Mabel	Index, Va.
McKenry, Ruth	Lynchburg, Va.
McLaughlin, Alice	Lynchburg, Va.
Mason, Luther	Don, Va.
Mason, Minnie	King George, Va.
Massoletti, Lillie	Catlett, Va.
Mayse, Mrs. G. G.	Purcellville, Va.
Mears, Helen	Bloxom, Va.
Middleton, Dixie	Rocky Mount, N. C.
Miles, Edna	Cheriton, Va.
Miller, Frances Helen	Milford, Va.
Miller, Margaret	New Bern, N. C.
Moffett, Florence	Warrenton, Va.
Moon, Ruth A.	Indian Head, Md.
Morrison, Anna Lee	Reedville, Va.
Muir, Elizabeth	Reedville, Va.
Murray, Ola	Beaverdam, Va.

<i>Name</i>	<i>Address</i>
Neale, Dorothy	Mundy Point, Va.
Oakley, Virginia	Buckroe Beach, Va.
Omohundro, Dora	Lyells, Va.
Page, N. Olus	Edge Hill, Va.
Parker, Mrs. Bessie W.	Hickory, Va.
Parks, Annie	Reedville, Va.
Parks, Mary	Reedville, Va.
Parsons, Mrs. Viola C.	Fredericksburg, Va.
Patton, John F.	Breckenridge, Tex.
Payne, Ethelyn	Columbia, Va.
Pearson, Mrs. Elizabeth	Woodford, Va.
Peoples, Joseph	Charlie Hope, Va.
Perkins, Gretna	Perkinsville, Va.
Peyton, Margaret	Fredericksburg, Va.
Pfalzgraf, Adele	Fairfax, Va.
Phippings, Brancis	Owenton, Va.
Pitts, Mary Elizabeth	Sparta, Va.
Poates, Opal	Howison, Va.
Poole, Della	Norfolk, Va.
Powell, Margaret	Woodsboro, Md.
Prebble, Ruth	Lynchburg, Va.
Purks, Mrs. A. L.	Tetotum, Va.
Rae, Leota	Jarratt, Va.
Ralph, E. Blanche	Keller, Va.
Ralph, Lillie	Keller, Va.
Ramey, Bernice	Grundy, Va.
Ransone, Anne	Dunnsville, Va.
Ratcliffe, Annie	Falmouth, Va.
Reaves, Rubye	South Boston, Va.
Reed, Marian	Fredericksburg, Va.
Regal, Mary Elizabeth	Richmond, Va.
Reinhardt, Margaret	Lynchburg, Va.
Reynolds, Frederick	Tallahassee, Fla.
Reynolds, Grace	Hyacinth, Va.
Reynolds, Laura	Chancellor, Va.
Reynolds, Louise	Coan, Va.
Reynolds, Neva	Chatham, Va.
Rhoades, Stella	Rhoadesville, Va.
Rice, Sara Frances	Leedstown, Va.
Richardson, Mabel M.	Barhamsville, Va.
Richardson, Mary Minor	Ino, Va.
Roberts, Hazel	Ellerson, Va.
Roberts, Marion	Franktown, Va.
Roberts, Nellye	Eastville, Va.
Roberts, Mrs. Octavia	Bells X Roads, Va.
Robertson, Edith	Fredericksburg, Va.
Rowland, Gladys	Council, Va.
Sanford, Eleanor	Fredericksburg, Va.
Sanford, Mrs. J. Thomas	Zacata, Va.
Scott, Catherine	Goldsboro, N. C.
Shaffer, Alberta	Alexandria, Va.
Shields, Mrs. Thelma Cole	Baltimore, Md.
Shreve, Jamie	Richlands, Va.

<i>Name</i>	<i>Address</i>
Simmons, Mary	Buchanan, Va.
Sisson, Edna	Remo, Va.
Smethie, Marion F.	Richmond, Va.
Smith, Elisabeth N.	Macon, Ga.
Smith, Genevieve	Ruther Glen, Va.
Smith, M. Ella	Ladysmith, Va.
Smith, Thomas	Tye River, Va.
Smith, Virginia	Cumberland, Va.
Soutter, Olive	Elkwood, Va.
Spence, Elmer	Tangier, Va.
Spencer, Jessie	Saluda, Va.
Staples, Gladys	Fredericksburg, Va.
Stearns, Elizabeth	Fredericksburg, Va.
Steele, Audrey	Manassas, Va.
Steen, Mary Arline	Norfolk, Va.
Stephens, Annie	Midland, Va.
Stephens, Lorraine	Midland, Va.
Stevens, Edna	Mount, Va.
Stevens, Thelma	Mount, Va.
Stewart, George W.	Drexel Hill, Pa.
Stoneham, M. Garland	Mollusk, Va.
Stringfellow, Susie	Culpeper, Va.
Strole, Mrs. Elizabeth	Stanley, Va.
Stuart, Dorothy	Hemp, Va.
Sullivan, Mrs. Edmonia	Fredericksburg, Va.
Sydnor, Mrs. G. M.	Morattico, Va.
Tanner, Ouida	Etlan, Va.
Taylor, Etoile	Louisa, Va.
Taylor, Josephine	Louisa, Va.
Thomas, Fanny M.	Accomac, Va.
Thompson, Emma	Palmyra, Va.
Thompson, Harriet	Stevensburg, Va.
Thrift, Julia	Village, Va.
Tolson, Olive	Stafford Store, Va.
Tyler, Marie	Roanoke, Va.
Valiska, Emily	Disputanta, Va.
Vandegrift, Amy E.	Norfolk, Va.
Vaughan, Carrie	Richmond, Va.
Vaughan, Florence	Richmond, Va.
Walker, Alde	Heathsville, Va.
Walker, Thelma	Hampton, Va.
Walker, Virginia	Bedford, Va.
Wallace, Laura	Lewisetta, Va.
Ward, B. Selma	Suffolk, Va.
Watt, Frances	Sealston, Va.
Wheeler, Clara Boyd	Clifton Forge, Va.
Will, Lucy	Warrenton, Va.
Williams, Mrs. Purl	Reedville, Va.
Willis, Nora C.	Fredericksburg, Va.
Winberry, Vada	Carter, Okla.
Wingfield, Mary	Martinsville, Va.
Wood, Mrs. G. N.	Lynchburg, Va.
Woodworth, Ruth	New Castle, Pa.
Wright, Virginia	Newport News, Va.
Yancey, Julia	Buffalo Junction, Va.
Yeatts, Marguerite	Danville, Va.

**STUDENTS REGISTERED IN EXTENSION COURSES,
MOST OF WHICH WERE GIVEN COOPERA-
TIVELY BY THE STATE TEACHERS COL-
LEGE AND THE UNIVERSITY
OF VIRGINIA**

<i>Name</i>	<i>Address</i>
Armentrout, Lizzie -----	Orange, Va.
Brent, Mrs. Marie H. -----	Marshall, Va.
Coleman, Mrs. W. G. -----	Marshall, Va.
Coleman, W. G. -----	Marshall, Va.
Downs, Virginia -----	Marshall, Va.
Eason, Sara B. -----	Marshall, Va.
Eutsler, Mary -----	Rapidan, Va.
Fair, Hazel -----	Marshall, Va.
Fair, Rachel -----	Marshall, Va.
Fair, Mrs. -----	Marshall, Va.
Faulconer, India -----	Orange, Va.
Fewell, Helen M. -----	Marshall, Va.
Finley, Lila J. -----	Marshall, Va.
Fuller, Floccye C. -----	Marshall, Va.
Graham, Mrs. Elizabeth J. -----	Marshall, Va.
Hatcher, Mary Porter -----	Orange, Va.
Hess, Grace -----	Orange, Va.
Hunter, Elizabeth L. -----	Marshall, Va.
Johnson, Elizabeth -----	Orange, Va.
Johnston, Elizabeth -----	Marshall, Va.
Klipstein, James, Jr. -----	Marshall, Va.
Marcum, U. Paul -----	Marshall, Va.
Merchant, Rosalie -----	Marshall, Va.
Moffett, Eleanor -----	Marshall, Va.
Moore, Mrs. Hope J. -----	Rapidan, Va.
McCarty, Mrs. Clara -----	Marshall, Va.
McCarty, Mrs. Edith -----	Marshall, Va.
Narchman, P. M. -----	Marshall, Va.
Russell, Elizabeth -----	Marshall, Va.
Shacklett, Ruth M. -----	Marshall, Va.
Smith, Mrs. Susie A. -----	Marshall, Va.
Smith, Minnie D. -----	Marshall, Va.
Tanenner, Elizabeth -----	Marshall, Va.
Taylor, Maude D. -----	Orange, Va.
Turner, Mrs. Elsie P. -----	Marshall, Va.
Wood, Violet -----	Orange, Va.
Young, Mrs. Lou B. -----	Orange, Va.

SUMMARY OF STUDENTS

Enrollment in College Department, 1930-31	548
Enrollment in Summer Quarter, 1930—	
First Term	302
Second Term	231
Total for Summer Quarter	533
Total for Summer Quarter, less duplicates	329
Enrollment in Extension Department	74
Total number of college students served during year, less duplicates	951
Observation and Training Schools—	
Enrollment in Campus Training School:	
High School Department	151
Elementary Department	300
Total number of Observation and Training School Students	451
Total number receiving instruction through the College, less all duplicates	1,402

INDEX

	Page
Accessibility	22
Accommodations	23
Administrative Officers	9
Administration	32
Admission Requirements	27
Aid Positions	29
Alpha Phi Sigma	45
Alumnae	46
Applicants for the B. S. Degree	115
Applicants for the Two-Year Diploma	116
Application Blank	139
Art, Courses Offered	69
Athletic Associations	45
Bachelor of Science Degree, Requirements for	51
Battlefield, The	46
Board of Education	9
Buildings	23
Bullet, The	45
Carolina Club	44
Change of Schedule or Courses	33
Choir Class	43
Choral Club	43
Class Standing of Students	33
Climate and Health	23
Club Room	42
College Calendar	5
Commencement	31
Commerce, Courses Offered	47, 60, 100
Commercial Education	47
Commercial Teachers, Curriculum for	60
Course Numbers	52
Curricula	53, 68
Day Students	28
Debating Teams	45
Departmental Organizations	45
Departments of Instruction	69
Art	69
Commerce	70
Education and Psychology	77

	Page
English	82
Home Economics and Dietetics	90
Language, Foreign	87
French	88
Latin	89
Mathematics	93
Music	96
Physical and Health Education	100
Secretarial	71
Science	109
Social Science	111
Directions for Admission	28
Dramatic Club	43
Education and Psychology, Courses Offered	77
Electives	52
Elementary Teachers and Supervisors, Curriculum for	55
English, Courses Offered	82
Expenses	26
Extension	37
Faculty	10
Field Trips and Tours	21
Fine Arts	51
Four-Year Curricula	46
French	88
General Information	19
General Welfare	39
German Club	43
Grading System	35
Grammar Grade Teachers, Curriculum for	58
Government	41
Health	40
High School Teachers, Curriculum for	58
Holidays	41
Home Economics	50
Home Economics, Courses Offered	91
Home Economics, Teachers and Supervisors, Curriculum for	67
Kollege Kommercial Klub	44
Language, Courses Offered	88
French	88
Latin	89

	Page
Leaders Club	45
Lectures	38
Les Savantes	43
Loans	29
Location and History	20
Majors and Minors	51
Mathematics, Courses Offered	94
Miscellaneous Notes	31
Music	49, 64, 96
Music, Courses Offered	97
Music Teachers and Supervisors, Curriculum for	64
National Scholarship Fraternity	45
Northern Neck Club	44
Officers of Administration	9
Officers of Student Activities	18
Opportunities Offered by Special and Vocational Curricula	47
Organization	32
Peanut Club	44
Physical Education and Athletics	40
Physical and Health Education	49, 62, 100
Physical Education Teachers and Supervisors, Curriculum for	62
Physical and Health Education, Courses Offered	103
Placement Bureau	72
Prerequisite for Student Teaching	35
Primary Teachers, Curriculum for	53
Principals, Curriculum for	57
Program of Studies	46
Psychology	77
Purpose	19
Quality Points	52
Recreational Facilities	23
Register of College Students	116
Religious Life	41
Requirements for B. S. Degree	51
Residence Requirements	37
Room Assignments	28
Scholarships, Aid Positions and Loans	29
Scholarship Quality Point System	36

	Page
Science, Courses Offered	109
Secretarial Course	71
Size of Classes	33
Social Life	42
Social Sciences, Courses Offered	111
Southwest Virginia Club	44
Special Curricula	47
Standing of Graduates	25
State Board of Education	9
Student Activities, Officers of	18
Student Advisory System	29
Student Load	33
Student Organizations and Activities	39
Summer Quarter	32
Supervision, Curriculum for	58
Teacher Placement Bureau	37
Terminology	38
Training Schools	34
Training School Calendar	6
Transfer of Credits	28
Transportation	22
Two-Year Curricula	46
Vocational Curricula	47
Week-end Visits and Holidays	41

STATE TEACHERS COLLEGE

Fredericksburg, Virginia

APPLICATION FOR ADMISSION

Date _____, 193____

I hereby apply for admission to the State Teachers College at Fredericksburg, beginning of session in September, 193____.

Name _____ Age _____

Address:

Post Office _____

Street _____

State _____ County _____

Name of parent or guardian _____

Do you wish a dormitory room reserved? _____

Name of preferred roommate _____

Graduate of what high school _____ year _____

Is it accredited? _____ Have you done work beyond high school?
_____ If so, write your college to send us transcript of credits earned.

Have you taught? _____ If so, how long? _____

Which of the curricula outlined on pages 53 to 68 of catalogue
do you plan to take? _____

*In consideration of exemption from tuition, do you agree to teach for
two years in Virginia? _____

*Not applicable to non-residents of Virginia.

